DOCUMENT RESUME

ED 260 135 UD 024 044

TITLE	State Education Plan. Technical Reference Document. A State Functional Plan Technical Reference Document Prepared in Accordance with Chapter 226, Hawaii Revised Statutes.
INSTITUTION	Hawaii State Dept. of Education, Honolulu.
PUB DATE	Oct 82
NOTE	182p.; For the state functional plan, see UD 024 043.
AVAILABLE FROM	Reprographic Section, Dept. of Education, P.O. Box 2360, Honolulu HI 96804 ($3.65).
PUB TYPE	Reference Materials - General (130) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Conservation (Environment); Educational Finance; *Educational Improvement; Educational Objectives; *Educational Planning; Elementary Secondary Education; Employment Opportunities; Employment Potential; Equal Education; Higher Education; Individual Development; Program Implementation; Resources; Services; Skill Development; *Statewide Planning
IDENTIFIERS	*Hawaii

ABSTRACT

This document stands primarily as a support for the Hawaii State Education Functional Plan and serves the following general purposes: (1) to present implementing actions for education consonant with the Hawaii State Plan; (2) to provide directions for the Department of Education; and (3) to help improve the quality of public education in Hawaii. Chapter 1 provides background to the document and Chapter 2 details the relationships among the Hawaii State Plan, State Functional Plan Technical Reference Documents, County Plans, and Department of Education Program Plans. The remaining chapters contain information such as goals, supporting rationales, current conditions, proposed approaches, activities, and indicators of accomplishment, for each of the following broad fields: personal skills and knowledge (acquiring basic skills and enhancing personal development); employability and the economy (assisting individuals, especially the disadvantaged, to meet job qualifications, allocating resources to high employment growth areas, and recognizing the major sources of income for Hawaii's economy); social and natural resources (stimulating responsible participation in government, understanding Hawaii's cultural heritage, understanding capacities to accommodate population, conserving natural resources, and conserving energy); educational support services (emphasizing quality educational programs, ensuring the provision of educational services and facilities, assuring public safety and protection of life and property, and providing equal employment opportunities). (RDN)

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STATE EDUCATION PLAN

TECHNICAL REFERENCE DOCUMENT

DEPARTMENT OF EDUCATION

UD 024 044

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STATE EDUCATION PLAN

TECHNICAL REFERENCE DOCUMENT

A STATE FUNCTIONAL PLAN
TECHNICAL REFERENCE DOCUMENT

PREPARED IN ACCORDANCE WITH
CHAPTER 226, HAWAII REVISED STATUTES

PREPARED BY THE

DEPARTMENT OF EDUCATION
STATE OF HAWAII

OCTOBER, 1982

RS 82-3690

The Honorable George R. Ariyoshi
Governor, State of Hawaii

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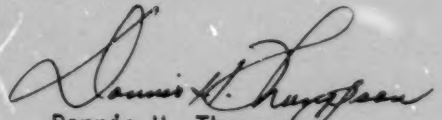
FOREWORD

This State Education Plan Technical Reference Document charts educational directions which will receive emphasis during the Eighties. These directions are organized under topics on personal skills and knowledge, employability and the economy, social and natural resources, and educational support services.

This State Education Plan Technical Reference Document is prepared in compliance with Chapter 226, Hawaii Revised Statutes, The Hawaii State Plan. It is primarily a supporting document of the State Education Plan which contains information such as supporting rationales, current conditions, proposed approaches, activities, and indicators of accomplishment. In addition, this Document contains all implementing actions with timeframes and costs for education which are consonant with the Goals, Objectives, Policies, and Priority Directions of The Hawaii State Plan, as well as with the concerns of the Board of Education and the concerns of the State Education Plan Advisory Committee.

I am pleased to present this State Education Plan Technical Reference Document which has been developed through coordination and cooperation among state and county agencies, the Board of Education, business-industry, organized labor, the private education sector, the military, and the University.



Donnis H. Thompson
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The preparation of each Technical Reference Document has been assisted by an Advisory Committee. Each Advisory Committee is composed of State officials, at least one public official from each County, members of the public and experts in the functional area. The Governor appoints all Advisory Committee members in accordance with provisions established in Section 226-57(c), Hawaii Revised Statutes.

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ACKNOWLEDGMENTS

The Department of Education gratefully acknowledges the contributions of the distinguished members of the Governor's State Education Plan Advisory Committee; their concerns and suggestions have guided the development of this State Education Plan Technical Reference Document. The members are listed on pages (ii) and (iii) of this Document. Other former members of the State Education Plan Advisory Committee who have contributed greatly toward the development of the State Education Plan include Hoaliku Drake, former Director, Department of Human Resources, City and County of Honolulu; Emiko Kudo, former Deputy Superintendent, Department of Education; Velma Santos, former Director, Department of Human Concerns, County of Maui; and David Trask, former Executive Director, Hawaii Government Employees' Association.

The Board of Education carefully reviewed this Document. Members of the Board expressed major concerns and made numerous suggestions which improved this Document.

The Department of Education is appreciative of the contributions of Charles Campbell, former Chairman of the Senate Committee on Education, and Oliver Lunasco, former Chairman of the House Education Committee. Their insights and comments sharpened the focus of this Document.

The public's participation at public informational meetings held on Hawaii, Maui, Kauai, Molokai, Lanai, and Oahu is gratefully acknowledged. Their insights were incorporated into this Document.

The cooperation and consideration of many individuals within the Department of Education contributed toward the development of this Document. Their recommendations are sincerely appreciated and are reflected throughout this document.

Staff assistance was provided by Dr. Ada Demb, Amy A. Isobe, Steve Jackson, Dr. Kellet Min, Stafford Nagatani, Koozo Okamoto, Dr. W. Theodore Stout, and Dr. Duane K. Troxel. Secretarial services were provided by Betty Tsukiyama, Joan Kobayashi, and Josephine Subido.

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SUMMARY

A. Introduction

For generations the major tasks of education involved teaching the basics (reading, writing, and arithmetic) and passing on the values of the community to the young. As knowledge increased and as life became more complex, educators were given additional responsibilities which encompassed the transmission of knowledge and the promotion of social change.

Throughout this century, public education in Hawaii has been committed to the provision of quality education for its children. The chronicle of public education in Hawaii has been characterized by aggressive growth and development. The record includes additions to the curriculum, extension of public schooling to include kindergarten, elimination of book rentals and course fees, and expansion of guidance services.

Today, Hawaii has the only single, statewide public school system in the nation; this system is governed by a thirteen member Board of Education. The Department of Education is among the 10 largest of the approximately 16,000 school systems in the United States. The Department administers 229 public schools with a student enrollment of approximately 162,000 from kindergarten to grade 12. The Department operates 45 public libraries which provide 6,774,000 services to library clientele annually. These services include 1,820,000 reference questions and 4,954,000 items circulated. The Department's Adult Education Program provides services to 41,000 adults. About 17,000 full-time persons are employed by the Department with a total annual budget of $368 million.

A major commitment of the Department of Education is to provide equal educational opportunities for all students. This commitment affirms the right of every child to a free public education. The responsibility of the Department is to provide an appropriate quantity and quality of instructional and support services. This responsibility includes meeting the needs of students whose educational potentials can best be nurtured by alterations, additions, and alternatives to the regular programs, as well as providing a core of educational experiences in more traditional settings. While full implementation is costly, the recommendations contained in this State Education Plan Technical Reference Document make further progress toward the commitment of realizing equal educational opportunities for all students.

B. Purposes

This State Education Plan Technical Reference Document is primarily a supporting document of the State Education Plan. As such, a major purpose of this Document is to implement part of The Hawaii State Plan. The Hawaii State Plan, signed into law on May 22, 1978, provides a Theme, Goals, Objectives, Policies, and Priority Directions which serve as guides for the future; it establishes a planning system designed to coordinate actions of State and County agencies; and it mandates the preparation of a functional State Education Plan. Accordingly, this

Document presents implementing actions for education which are consonant with The Hawaii State Plan. These implementing actions constitute the first steps of complex educational processes which implement policies and priority directions relevant to education.

A second purpose of this Document is to provide directions for the Department of Education. Providing directions will improve the understanding of Departmental actions among its various publics; while some persons feel the emphasis should be on basic skills, others feel it should be on learning to think for oneself, developing an attitude of wanting to learn, acquiring competencies needed to function in modern society or passing our complex culture to the young. This Document seeks to chart the areas of emphasis for the Eighties. In brief, this Document selects major directions from a large number of potential directions. Because resources will not permit implementation of all of the directions contained in this Document at once, the Board of Education will establish priorities for a biennium. In addition to clarifying the Department's directions, this process will enhance coordination among the Board of Education, the Executive Branch, and the Legislative Branch. Further, the Board of Education will establish annual priorities such as through its "Expectations of the Superintendent," a mutually developed set of agreements to be accomplished each year.

A third purpose of this Document is to improve the quality of public education in Hawaii. Quality education is an elusive term and opinions about it differ. Because perception of the term quality education is neither clear nor unanimous, the public is increasing their demands for black and white solutions to grey problems. In order to provide thoughtful solutions to grey problems, this Document seeks to clarify quality education, to provide indications of its presence, and to make suggestions with the purpose of improving it. In short, successful implementation of this Document should result in improving educational quality.

C. Scope

In Hawaii, the scope of educational activities is delineated by the State Constitution, the laws of the State of Hawaii, and the policies and regulations of the Board of Education. In a document such as this, it would be inappropriate to reproduce the mass of materials relevant to a statewide system of public schools. Indeed, even a brief description of all the programs of the Department of Education would be voluminous. Thus, it is necessary to limit the scope of this Document.

The scope of this Document was determined by focusing on the areas of emphasis of The Hawaii State Plan, the concerns of the Board of Education, and the concerns of the State Education Plan Advisory Committee appointed by the Governor to guide its development. The Hawaii State Plan was carefully examined and objectives, policies, and priority directions relevant to education were identified. Related issues were then clustered to facilitate planning and analysis.

In brief, this Document does not cover all of the programs and activities of the Department of Education; rather it attends to those programs and

activities which will be emphasized as mandated by The Hawaii State Plan. The many important programs and activities not covered in this Document shall still be carried out in accord with the mandates of the State Constitution, laws, policies, regulations and professional obligations.

D. Time Frame

In order to be responsive to constantly changing needs and conditions, the State Education Plan Technical Reference Document will be periodically reviewed and updated. Because this Document obtains its directions from The Hawaii State Plan, the timing of its review and revision process is linked to the review process of The Hawaii State Plan. Priority Directions, Part III of The Hawaii State Plan, will undergo a comprehensive review at two-year intervals to correspond with the State's biennial budget process. Part I of The Hawaii State Plan, containing the overall Theme, Goals, Objectives, and Policies of Hawaii will undergo a comprehensive review once every four years. To assure conformance with these updates and to take into account the changing needs and demands of the citizenry as well as changes in conditions, knowledge, and practices affecting education, the Department of Education will also review and revise this Document within a two-year period subsequent to amendments of The Hawaii State Plan.

E. Relationship to The Hawaii State Plan

The Hawaii State Plan sets forth Goals for the economy; the physical environment; and the physical, social and economic well-being of Hawaii's people.

Objectives and Policies are set forth covering population, the economy, the physical environment, facility systems, and socio-cultural advancement. The Hawaii State Plan also sets forth Priority Directions for short-term emphasis.

The first step in preparing this Document involved a careful scrutiny of The Hawaii State Plan to identify those Objectives, Policies, and Priority Directions relevant to education. The next step involved integration of the concerns raised by the Governor's State Education Plan Advisory Committee appointed to guide the development of this Document. The third step incorporated the Board of Education concerns. Fourth, the comments of the Hawaii State Plan Policy Council, professional educators and the public were incorporated.

Policies and Priority Directions of The Hawaii State Plan, and the concerns of the Board of Education and the State Education Plan Advisory Committee are treated in four major sections: Personal Skills and Knowledge, Employability and the Economy, Social and Natural Resources, and Educational Support Services.

F. Relationship to Department of Education Program Plans

The relationship between this Document and Department of Education program plans is analogous to that of The Hawaii State Plan and this Document. This Document provides guides for the future by delineating

State objectives, State policies, State priority directions, concerns, and/or departmental objectives. Guides serve as general directions and should be used in developing goals and objectives for program plans in the Department. Although the organization of this Document is based on the Objectives, Policies, and Priority Directions of The Hawaii State Plan, the components can be integrated readily into the planning-programming-budgeting system of the Department.

G. Summary of the State Education Plan Technical Reference Documents' Chapters and Recommendations

The specific recommendations of this Document which relate to the Objectives, Policies, Priority Directions and Concerns are listed in Chapters III through VI and are italicized for emphasis. A summary of these chapters of this Document is provided below.

CHAPTER III. PERSONAL SKILLS AND KNOWLEDGE

A. Acquiring Basic Skills

A major purpose of education is to provide students with basic skills necessary to function in a complex society. In this connection, the first commitment of an instructional program involves teaching students these fundamental skills--reading, writing, mathematics, reasoning, and the ability to communicate. Complementing these basic skills are competencies which enable students to apply their skills in a social context. The Department has realized steady improvements in student performance between 1975 and 1980. The need for the Eighties is to further improve students' achievements in several areas related to basic skills.

The Department of Education will continue its policy of emphasizing basic skills and life-role competencies during the next decade. This will include continuation of its policy of intensive basic skills instruction for students who have difficulties, and an emphasis on instruction for grades 7 and 8 in the specific areas of reading comprehension, mathematics application, and writing. The Department will develop improved information presentations for parents on the interpretations and implications of its testing programs, so that they are informed of the significance of the assessments of their children and of ways in which they can help their children. The Department will also focus on understanding the factors that lead to differences in student performance.

B. Enhancing Personal Development

Enhancing personal development of individuals includes physical development, aesthetic appreciation, recreational pursuits, practical arts, languages and guidance. Within the Department of Education, the following programs and instructional areas contribute to the personal development of students: Health Education, Physical Education, Athletics, Art, Music, Literature, Asian, European, and Pacific Languages, Practical Arts and Guidance.

Recommended implementing actions relating to health education focus on improving the implementation of the health education curriculum, providing technical assistance, and developing in-service training for classroom teachers. The Department will seek to provide equal educational opportunities for both sexes in the area of physical education and practical arts. In Athletics, the Department will take steps to implement the Athletics Program Plan for the Eighties. The Department will continue to implement the Art Program and strengthen the elementary Music Program. In Literature, the Department will develop a frame work which will contain standards and objectives which will be used for instruction. Asian, European, and Pacific languages will be promoted. In Practical Arts, the Department will encourage increased enrollment of both sexes in the Practical Arts Education Program. Finally, the Department will continue its implementation of the comprehensive guidance program, providing increased counseling services, teacher in-service, technical assistance, and community coordination.

CHAPTER IV. EMPLOYABILITY AND THE ECONOMY

A. Assisting Individuals, Especially the Disadvantaged, to Meet Job Qualifications

In Hawaii, educational programs are based on the premise that all children are entitled to education to the limit of, commensurate with, and appropriate to their capacities. This responsibility includes meeting the needs of students whose educational potentials can best be nurtured by alterations and additions to the regular programs as well as alternative programs. All students are addressed in this section including: handicapped students, students with limited English proficiency, educationally-disadvantaged students, alienated students, and gifted and talented students.

For handicapped students, the Department will include an employability skills component in students' Individualized Education Programs (IEP) where appropriate. Employability skills are an array of competencies individuals need to secure and hold jobs; they include such skills as being able to understand job requirements, being able to judge appropriate dress requirements, and being able to follow directions. These skills are expected to increase an individual's functional and economic independence. Handicapped students may participate in the Introductions to Vocations Program and Occupational Skills Program depending on the severity of their handicaps. For students with limited English proficiency, the Department will implement the program plan which attends to the resolution of problems concerning adequate resources, adequate services, and follow-up activities; moreover, mindful of the mandate of the Hawaii State Plan to focus on employability, the plan will emphasize English proficiency for students graduating from high school. For educationally-disadvantaged students, the Department will emphasize programs for high school students. This approach relates to the importance of preparing high school students for entry into the job market. Teachers who work with disadvantaged high school students both in regular classes and in required and elective

guidance classes, should emphasize employability skills. In addition, the Department will seek greater State level support to serve disadvantaged students in basic skills and job skill preparation. For alienated students, the Department will support current efforts to expand programs by providing alternative educational settings and special motivation classes. Alternative educational settings consist of in-school options and off-campus centers for severely alienated students. For gifted and talented or potentially gifted and talented students, the Department will provide increasing systematic services and programs to all schools, and ensure continued services for the gifted and talented.

B. Allocating Resources to High Employment Growth Areas

Projected unemployment levels make it necessary to allocate educational resources to provide more effective career education in high school. This involves informing would-be job entrants and students pursuing post-secondary training or education of occupational areas which are likely to expand.

The Department will continue its policy of emphasizing career education and establish a career resource center in every secondary school. Additionally, the Vocational Technical Education Program will be updated, expanded, and improved in projected high employment growth areas.

C. Recognizing the Major Sources of Income to Hawaii's Economy

The four major sources of income to Hawaii's economy are: tourism, federal military and civilian expenditures, sugar, and pineapple. A survey conducted for the Commission on Population and the Hawaiian Future indicated that Hawaii's residents are concerned with the prospects of future employment.

The Department of Education proposes to inform students of Hawaii's sources of income and to focus vocational education and career guidance where growth is predicted. Further, students will be provided with information regarding post-secondary training opportunities which permit upward mobility.

The Department of Education will take steps to positively affect students attitudes toward the economic and environmental contributions of agriculture to Hawaii. In addition, the Department of Education will seek to improve and expand the Agriculture Education Program by emphasizing agricultural technology and diversified agriculture. The Department will also expand the Aquaculture Program in correspondence with research findings, provide in-service training for teachers in aquaculture and provide information about the newly developing industry and its projected employment potentials to students, parents, teachers and counselors.

CHAPTER V. SOCIAL AND NATURAL RESOURCES

A. Stimulating Responsible Participation in Government

A democratic society demands an informed citizenry which is dedicated to responsible action and to the basic American values of liberty, equality, justice, and rule of law. The educational system contributes to citizenship by providing young people with both the knowledge and experience needed to participate productively in democratic processes. Encouraging students to become active voters is an important aspect of citizenship education.

The Department of Education will increase the emphasis on citizenship education in student activities and in the social studies curriculum. This will involve providing more direct and active experiences in school, community, state, national, and international activities and affairs. Further, the Department's approach will focus on linking academic training with practical citizenship experiences through such activities as encouraging every school to develop and implement a student activities plan, emphasizing moral and ethical values, and supporting the use of the School Elections Program provided by the Voter Education Section of the Office of the Lieutenant Governor.

B. Understanding Hawaii's Cultural Heritage

Acceptance and appreciation of ethnic differences contribute to the quality of life in the State. The schools, by providing an environment where students and staff can learn to accept and appreciate ethnic diversity, play a key role in developing attitudes that will benefit the entire population.

The Department of Education will reaffirm its emphasis on multicultural education and on the indigenous Hawaiian Studies Program during the Eighties and will seek to improve both the pre- and in-service training for teachers and the quality of multicultural course materials and components for the regular instructional program. In cooperation with the University of Hawaii, the Department will seek to implement in-service training programs, and to incorporate a stronger component of training in multicultural awareness as part of revisions to the core pre-service educational curriculum. Further, the Department will develop means to better coordinate the range of in-service training available so that teachers can more easily take advantage of these resources. Finally, capitalizing on experiences gained in various projects, the Department will seek to fully implement programs developed through such efforts as the Hawaii Multicultural Awareness Pilot Project and the indigenous Hawaiian Studies Program.

C. Understanding Capacities to Accommodate Population

While much of Hawaii's new population growth is the result of migration from the mainland and immigration from other countries, Hawaii's citizens must still examine their options to control and manage growth. A contribution of the schools toward growth

management is to provide students with an understanding of Hawaii's population capacities and the need for continuing a low birth rate.

The Department of Education will continue to provide students with an understanding of Hawaii's capacities to accommodate population growth through the Social Studies and Environmental Education Programs. The Health and Home Economics Programs in the Department include family-life education. The Department will also work with the Commission on Population and the Hawaiian Future to make resources available to teachers and students.

D. Conserving Natural Resources

The increases in population, urbanization, technology, recreational use of the outdoor environment, and tourism have contributed to increased demands on the environment and natural resources of Hawaii. The citizens of Hawaii must give critical attention to safeguarding and enhancing the environmental quality and ecological balance of the State. Awareness of the environment and understanding environmental issues must be emphasized.

The Department has an on-going Environmental Education Program which contributes to the achievement of the policies and directions to conserve Hawaii's natural resources. The Department of Education will continue to implement the Environmental Education Program. It will also continue to implement systematically a Marine and Aquatic Education Program for elementary and secondary schools.

E. Conserving Energy

Energy conservation is critical and the Department of Education can contribute to the conservation effort through educating students and through efforts to reduce its own use of energy. The Department addresses energy conservation as part of the Environmental Education Program and implements a number of energy-saving activities within its facilities.

The Department of Education will continue its emphasis and implementation of energy conservation education and will coordinate with the Department of Planning and Economic Development to explore the establishment of an Energy Resource Center. With respect to its own consumption of energy, the Department of Education will continue to participate in state and federal energy conservation programs and continue to recommend innovative methods of conservation in school facilities, taking advantage of Hawaii's developing new energy sources. Further, the Department will consider using the results of an energy audit to implement a program for reducing the enrgy consumption in schools, districts and state offices.

CHAPTER VI. EDUCATIONAL SUPPORT SERVICES

A. Emphasizing Quality Educational Programs to Promote Excellence

Providing quality educational programs to promote educational excellence is a major commitment of the Department of Education. The following factors are included in promoting educational excellence: 1) identifying exemplary educational programs and facilitating their use; 2) supporting educational research; 3) using effective educational planning which includes timetables; 4) providing appropriate staffing; and 5) emphasizing staff development.

With respect to the identification and dissemination of exemplary educational programs, projects, and activities, the Department will further formalize procedures to effect successful implementation, evaluation and dissemination of promising practices. Further, the Department intends to evaluate the effectiveness of the Hawaii Educational Dissemination Diffusion System in 1982, to determine whether or not the project should be continued and to institutionalize the project upon a positive evaluation and a favorable decision to institutionalize it.

Currently, personnel in higher education and personnel in the Department of Education collaborate and cooperate in applied research of mutual interest and benefit. The Agreement between the Department and the College of Education of the University of Hawaii will be revised regarding applied research activities to include an advisory committee to guide the establishment of priorities.

Many elements and levels of the planning system are already present within the Department of Education. The Department will provide guidelines to planning which assist program management and contribute toward accomplishing objectives. Guidelines relate to diversified perspectives, coordination, timetables, format, approvals, use of plans, monitoring and review of plans, and budgeting information on federally funded projects.

The staffing patterns of the Department of Education are provided by laws for specific programs. Other means for determining staffing include provisions of collective bargaining contracts, committee reports of the Legislature, and special regulations of the Federal Government. The need for the Eighties is to develop criteria and procedures to fairly and consistently provide appropriate services to meet the differing circumstances of students, schools, and programs. Therefore, the Department will seek to develop criteria and procedures to provide appropriate services for unique circumstances.

Board of Education Policy 5600 on career management and development specifies the Department's responsibilities toward staff development activities. The Department proposes to coordinate and organize in-service activities, by developing a comprehensive staff development plan for educational officers, teachers and classified personnel. Additionally, the Department will use services of other governmental agencies in providing staff development.

B. Ensuring the Provision of Educational Services and Facilities

Ensuring the provision of educational services and facilities includes all the programs and activities of the Department of Education. For purposes of this Document, five topics have been highlighted: delivering computer data processing services, delivering instructional media services, delivering public library services, encouraging community involvement, and encouraging the use of school facilities.

The Department of Education has a plan to meet needs for personnel, software and hardware for data processing services. Recommendations focus on the development of an educational management information system during the period of 1982-1989, which includes the development of a data base on student achievement which, in turn, permits longitudinal assessment of performance.

The services and facilities provided through the Instructional Media Program such as the school libraries are important contributors to the development of basic skills as well as leisure time activities of students. The Department will continue to improve instruction in study skills related to library use and will maintain effective instructional media programs by keeping up with effective standards in media equipment and materials and their use. In addition, the Department will continue to explore the use of new technology such as computers and videodiscs and begin incorporating such developments as appropriate and feasible.

The services and facilities provided through the Public Libraries Program provide information services and resources for the general public as well as supplementing the resources available to students. The Department will continue to expand library services by seeking funds to automate the major operations of the Public Libraries Program, provide an adequate book budget, provide adequate facilities, and staff training.

Mechanisms and opportunities presently exist for parental and community involvement in public education at the school, district and state levels. The Department proposes to provide administrators and teachers with skills to incorporate community participation in the decision-making process in meaningful and productive ways. The Department will increase its efforts to inform the public of opportunities to participate in Department affairs through such means as pamphlets, brochures, and public service spot announcements. The Department will also develop a philosophy as well as suggested practices of community education and will clarify its relationships within the Adult Education Program. Additionally, principals will be assisted with surveys to determine topics of interest to parents and community members.

State statutes, as well as Departmental policies, regulations and rules, make school facilities and grounds available for community use. The Department will continue to encourage the maximum use of school facilities and to encourage parent education activities. The

Department will coordinate training in facilities management for principals.

C. Assuring Public Safety and Protection of Life and Property

One of the basic human rights recognized by the founders of this nation is the pursuit of happiness. But, happiness cannot be achieved in an atmosphere of fear or when theft and destruction of property are frequent. Certainly, fear of bodily harm in schools and libraries contributes neither to happiness nor the educational process. Another reason for protecting life and property involves the increasing costs to taxpayers.

The Department of Education has various programs directed at problems of safety and security, and actions during the coming decade involve emphasizing those programs which prove to be successful. The Department of Education will develop a program plan for safety and security which coordinates various efforts, provides for accurate data collection and use, disseminates promising practices, and suggests further implementation of preventive programs. Examples of such activities include support of the Law and Justice Awareness Program conducted by the Officers of the Community Relations Division of the Honolulu Police Department, training teams in problem solving so that they can work out solutions to problems at their respective schools, and improving and increasing services such as guidance instruction and counseling services for all students.

D. Providing Equal Employment Opportunities

It is unlawful for an employer to refuse to hire or employ, or to bar or discharge from employment any individual because of race, sex, age, religion, color, ancestry, physical handicap, marital status, or arrest and court record. Moreover, it is right and just to provide equal employment opportunities.

The Department will continue to provide equal employment opportunities for all qualified applicants and will take affirmative actions. The Department's Fair Employment Committee will develop an Affirmative Action Program Plan which will be submitted to the Board of Education during the summer of 1982. The Affirmative Action Program Plan will emphasize efforts to identify and remove barriers to employment and advancement which may discriminate against various groups. These efforts will include analyses of ethnic and sex representations of the Departmental labor force. The Affirmative Action Program Plan will provide goals for employment of underrepresented sex and ethnic groups which will help to evaluate the Affirmative Action Program Plan. Further, the Department will continue to refine its new hire selection program for teachers by developing and using measures which are non-discriminatory and will develop information programs which inform students of career opportunities in the Department of Education.

CHAPTER I

BACKGROUND

This chapter provides the background to the State Education Plan Technical Reference Document. It begins with a brief introduction to education. Second, it states the three major purposes of this Document. Next, the scope of education is discussed and the scope of this Document is circumscribed. Fourth, the considerations for revision of this Document are provided. The fifth section defines terms used throughout this Document.

A. Introduction

Education has enjoyed a noble tradition and has been a major force in improving the human condition. In America, secular public education ironically evolved from the belief that education was a function of the church because it was widely believed that one of the chief projects of old deluder Satan was to prevent men (and women) from knowledge of the Scriptures. Accordingly, in 1647, acting in behalf of the church, the Massachusetts Legislature required all towns to establish and maintain schools. The responsibility for operating the schools was left to the people of the towns and hence education became a function of government. For generations, the major tasks of education involved teaching the basics (reading, writing and arithmetic) and passing on the values of the community to the young.

The literature relevant to population growth, the impact of the industrial revolution, and the emergence of cities in America is rich and varied. It will suffice to remark here that education in the Nineteenth and early Twentieth centuries was the natural outcome of population growth and the trend toward urbanization.

As knowledge increased and as life became more complex, the educators were given additional responsibilities which have encompassed promoting social change and transmitting knowledge. Promoting social change has included dealing with such areas as racial integration, compensatory education, social inequalities, special education, and parent education. Transmitting knowledge has laid the foundation for such occurrences as unscrambling the genetic code, penetrating the structure of fundamental particles, and exploring the universe.

In Hawaii, formal education was initiated by missionaries in the 1820s. In 1840, King Kamehameha III established the public school system. Hawaii was annexed as a territory of the United States in 1898 and since that time the school system has undergone the transformation from a collection of small rural schools to a large modern State Department of Education. For example, a federal study of Hawaii's schools conducted in 1920 disclosed that only three percent of the eligible students were enrolled in high schools, that a high percentage of the enrollees in public high schools were orientals, and that the curriculum offerings were meager. The survey also noted the popularity of private schools for "haole" (Caucasian) students.

Hawaii's leaders responded to the study by commiting themselves to develop a system which exceeded minimum standards. Additional high schools were built and students were encouraged to complete their education. In short, the chronicle of public education has been characterized by aggressive growth and development. The record includes centralization of the administration, expansion of the curriculum, extension of public schooling to include kindergarten, elimination of book rentals and course fees, and expansion of guidance services.

Today, Hawaii has the only single, statewide public school system in the nation; accordingly, the State Department of Education is also a local school district. The Department is among the 10 largest of approximately 16,000 school systems in the United States. The Department administers 229 public schools with a student enrollment of approximately 162,000 students from kindergarten to grade 12. The Department operates 45 public libraries. The Department's Adult Education Program provides services to approximately 41,000 adults. The Department employs about 23,000 full- and part-time persons: 10,000 certificated teachers, counselors, librarians, registrars, and student activity coordinators; 4,000 cafeteria helpers, cooks, and custodians; 700 principals, vice principals, district and state educational officers; 2,300 clerks, typists, secretaries, and educational aides; and about 6,000 part time persons such as substitute teachers and lunch room supervisors. The Department has a total annual budget of $368 million, of which 80 percent came from the State general funds (taxes), 11 percent from federal grants, 7 percent from bonds (monies borrowed through the sale of long-term bonds for capital improvements), and 2 percent from special funds (fees collected from special services such as lunches).

A thirteen member elected Board of Education provides policies and general directions to the Department of Education, exercises control over the internal organization and management of the Department, and appoints the State Superintendent of Education and the State Librarian. The Governor exercises executive control over the school system by approving the budget, allotting funds, and controlling functions such as purchasing and accounting. The school system has seven District School Advisory Councils whose members are appointed by the Governor; the function of these councils is to advise the district superintendents and the Board of Education on policy. Each of the seven districts is administered by a district superintendent who is appointed by the State Superintendent of Education. Additionally, the Governor, the Board of Education, or the Superintendent of Education appoints members to councils and commissions to advise the Board of Education and Administration.

The goal of the Department of Education is to provide a public school system and a public library system with scope in programs from pre-school to high school for children, youth, and adults. Its programs are to be simultaneously intellectual, aesthetic, and practical, with instructional practices which insure the learner the acquisition of knowledge relevant to living in the present, and the arts and skills of knowledge-making for speculating about living in the future. All programs derive from a curriculum which includes the areas of knowledge of English, the Sciences, Mathematics, the Social Sciences, the Humanities and the

Practical Arts, and all other support services necessary for implementation.

A major commitment of the Department is to provide equal educational opportunities for all students. This commitment affirms every child's right to a free public education; the Department's responsibility is to provide an appropriate quantity and quality of instructional and support services. This responsibility includes meeting the needs of students whose educational potentials can best be nurtured by alterations, additions, and alternatives to the regular program.

Hawaii has a vigorous private education sector; approximately 17% or 34,000 students attend private schools. There are at least four non-mutually exclusive categories of explanations for educating children in private schools. First, parents may opt for private education because of a belief that those programs offer higher quality. Another explanation is a desire for religious instruction. A third explanation is a preference for a particular philosophy or methodology. Still another explanation involves family tradition. Clearly, parents have the right to choose private education for their children at their own expense. They should not, however, be forced to do so. This Document is an affirmation of the principle of each child's right to a free public education.

Private schools are lincensed by the Department of Education and thus private and public schools operate under the same standards and requirements. Indeed, closer coordination between public and private education was provided by the Governor's appointment of the President of the Hawaii Association of Independent Schools to serve on the State Education Plan Advisory Committee which guided the development of this Document. Private schools should examine The Hawaii State Plan to identify ways in which they might contribute toward accomplishing State objectives. Moreover, the examination of this Document by private schools might provide profitable examples which lead to closer coordination and to the mutual benefit of public and private education.

B. Purposes

State Education Plan Technical Reference Document. This State Education Plan Technical Reference Document is primarily a supporting document of the State Education Plan. As such, the major purpose of this Document is to implement part of The Hawaii State Pl The Hawaii State Plan, signed into law on May 22, 1978, provides a Theme, Goals, Objectives, Policies, and Priority Directions which serve as guides for the future; it establishes a planning system designed to coordinate actions of State and County agencies; and it mandates the preparation of a functional State Education Plan. Accordingly, this Document presents implementing actions for education which are consonant with The Hawaii State Plan. These implementing actions constitute the first steps of complex educational processes which implement policies and priority directions relevant to education.

A second purpose of this Document is to provide the directions of the Department of Education. Providing directions will improve the

understanding of Departmental actions among its various publics; while some persons feel the emphasis should be on basic skills, others feel it should be on learning to think for oneself, developing an attitude of wanting to learn, acquiring competencies needed to function in modern society or passing our complex culture to the young. This Document seeks to chart the areas of emphasis for the Eighties. In brief, this Document selects major directions from a large number of potential directions. Because resources will not permit implementation of all of the directions contained in this Document at once, the Board of Education will establish priorities for a biennium. In addition to clarifying the Department's directions, this process will enhance coordination among the Board of Education, the Executive Branch, and the Legislative Branch. The provisions of The Hawaii State Plan indicate that both the Executive and Legislative Branches will be guided by the contents of an adopted functional plan. Further, the Board of Education will establish annual priorities such as through its "Expectations of the Superintendent," a mutually developed set of agreements to be accomplished each year.

A third purpose of this Document is to improve the quality of public education in Hawaii. Quality education is an elusive term and opinions about it differ. Because the perception of the term quality education is neither clear nor unanimous, the public is increasing their demands for black and white solutions to grey problems. To provide thoughtful solutions for grey problems, this Document seeks to clarify quality education, to provide indications of its presence, and to make suggestions with the purpose of improving it. In short, successful implementation of this Document will improve educational quality.

State Education Plan. The State Education Plan is based on this State Education Plan Technical Reference Document. The major purpose of the State Education Plan is to assist legislators and other busy persons by briefly providing information on: 1) the role of the State Functional Plans; 2) Technical Reference Documents; 3) the periodic reviews and revisions of State Functional Plans; 4) the Hawaii State Plan Policy Council; 5) the Advisory Committees; 6) the purposes of the State Education Plan; 7) the scope of the State Education Plan; 8) the coordination with other State Functional Plans; and 9) objectives, policies, concerns, and high priority recommended implementing actions.

The Hawaii State Plan. The purposes of The Hawaii State Plan are to provide a long-range guide for Hawaii's future and to establish a Statewide Planning System.

C. Scope

The State Education Plan Technical Reference Document. Once, education was about only a few things; today it is about everything. The scope of education involves teaching students the basics, assisting students to assimilate rapidly expanding knowledge, and instructing students about social values. School systems need to provide access to education and greater program diversity without reducing effectiveness, to meet societal demands for technically skilled graduates who are ethical and responsible citizens, and to cope with increasing public demands for

accountability which are often expressed through laws. Moreover, educational activities are conducted in an environment of uncertainties such as the rate of social change, availability of resources in the light of inflation, energy shortages, and shifting expectations of education.

In Hawaii, the scope of educational activities is delineated by the State Constitution, the laws of the State of Hawaii, and the policies and regulations of the Board of Education. In a document such as this, it would be inappropriate to reproduce the mass of materials relevant to a statewide system of public schools. Indeed, even a brief description of all programs of the Department would be voluminous. Thus it is necessary to limit the scope of this Document.

The scope of this Document was determined by focusing on the areas of emphasis of The Hawaii State Plan, the concerns of the Board of Education, and the concerns of the State Education Plan Advisory Committee appointed by the Governor to guide its development. The Hawaii State Plan was carefully examined and Objectives, Policies, and Priority Directions relevant to education were identified. Related issues were then clustered to facilitate planning and analyses. The clusters involve: 1) personal skills and knowledge which form the foundations of individual accomplishment; 2) skills and knowledge which enable individuals to become employable and to contribute to the economy; 3) attitudes and values which enable individuals to participate as members of a community in the management of social and natural resources; and 4) educational support services which facilitate accomplishment of objectives. More specifically, the clusters are:

1. Personal Skills and Knowledge
    a. Acquiring basic skills
    b. Enhancing personal development
2. Employability and the Economy
    a. Assisting individuals, especially the disadvantaged, to meet job qualifications
    b. Allocating educational resources to high employment growth areas
    c. Recognizing the major sources of income to Hawaii's economy
3. Social and Natural Resources
    a. Stimulating responsible participation in government
    b. Understanding Hawaii's cultural heritage
    c. Understanding capacities to accommodate population
    d. Conserving natural resources
    e. Conserving energy

4. Educational Support Services

   a. Emphasizing quality educational programs to promote excellence

   b. Ensuring the provision of educational services and facilities

   c. Assuring public safety and protection of property

   d. Providing equal employment opportunities

Using the foregoing clusters of objectives, policies, and priority directions, a draft of this Document was prepared. The contents of this Document are based on a survey of public opinion, the guidance of the State Education Plan Advisory Committee, the input of the Board of Education, the suggestions of professional educators, and the comments of participants at public informational meetings.

First, a survey of the opinions of one thousand randomly selected adult residents was conducted. The sample procedure used the most current Hawaiian Telephone directory for each island in the State. A mail questionnaire was sent to each household in January 1978. Detailed procedures and results are contained in the report titled Report of Public Opinions Concerning Public Education in Hawaii. Particularly relevant to this Document are two findings: 1) when asked to grade public schools, the public most often gave the Department of Education a "C"; 2) when asked for ways most likely to improve public education, the public most often indicated that this could be done by "giving more attention to basic skills." The first finding was adopted as a major purpose of this Document: To improve the quality of public education in Hawaii. The second finding is reflected in a major section of the Document entitled "Acquiring Basic Skills."

Second, the State Education Plan Advisory Committee, appointed by the Governor, consisted of persons from State and County agencies, business-industry, organized labor, the private education sector, the military, and the University of Hawaii. The State Education Plan Advisory Committee identified Objectives, Policies, and Priority Directions of The Hawaii State Plan which were related to education. They also identified problems which were not addressed by The Hawaii State Plan but which were concerns of the State Education Plan Advisory Committee. The State Education Plan Advisory Committee provided guidance throughout the development of this Document.

Third, the Board of Education, elected by the public, carefully reviewed this Document. Members of the Board of Education made numerous suggestions for improvement and identified major concerns which were addressed by the Department of Education's staff. Concerns included emphasizing Asian, European, and Pacific Languages; emphasizing programs and services for the gifted and talented; recognizing the major sources of income to Hawaii's economy; increasing the coordination between adult and community education; and strengthening equal employment opportunities.

The fourth type of input to the Document was provided by professional educators within the Department of Education. These persons furnished vital data and made many valuable suggestions and clarifications to improve the Document.

The fifth type of input came from public informational meetings. These were held on Hawaii, Maui, Molokai, Kauai, Lanai and Oahu. The meetings were held in conjunction with District School Advisory Councils in Maui, Molokai, and Kauai. All meetings were announced in the daily newspapers. Also, copies of the draft Document were placed in the public libraries. Participants at the meetings were given a briefing on The Hawaii State Plan and a presentation of the State Education Plan. Comments of the public were incorporated into this Document.

In summary, this Document does not cover all of the programs and activities of the Department of Education; rather, it attends to those programs and activities which will receive emphasis as mandated by The Hawaii State Plan and the input of the State Education Plan Advisory Committee, the Board of Education, professional educators and the public. The many important programs and activities of the Department of Education not covered in this Document shall still be carried out in accord with the mandates of the State Constitution, laws, policies, regulations, and professional obligations.

The State Education Plan. In responding to suggestions about the length and complexity of the State Education Plan submitted to the 1981 Legislature, it was decided to reduce the number of recommended implementing actions. Hence, the State Education Plan submitted to the 1982 Legislature contains only the high priority recommended implementing actions. High priority recommended implementing actions are those actions which most directly attend to: 1) Priority Directions of The Hawaii State Plan; 2) Concerns of the Board of Education; 3) Concerns of the State Education Plan Advisory Committee; and 4) recommendations having the greatest statewide impact.

The Hawaii State Plan. The Hawaii State Plan is a law, Chapter 226 of the Hawaii Revised Statutes. It was established by Act 100 of the 1978 Hawaii State Legislature and signed into law by the Governor on May 22, 1978. The Hawaii State Plan includes: 1) An Overall Theme, which sets forth certain principles or values which are an integral part of Hawaii's society today; 2) Goal Statements, which express desired end-states in the areas of the economy, the physical environment and social well-being; 3) Objectives and Policies in the areas of population, the economy, the physical environment, facility systems, and sociocultural advancement; 4) Implementation mechanisms designed to carry out The Hawaii State Plan; and 5) Priority Directions, which set forth areas of statewide concern that merit immediate attention. The Statewide Planning System established by The Hawaii State Plan includes the formulation of twelve State Functional Plans, including the State Education Plan, to manage and coordinate functional area activities and to guide resource allocation decision-making.

D. Revision Considerations

Educational plans are difficult to formulate and even more troublesome to translate into practice. The record of successes in predicting educational futures is notoriously bad; and there is a sad history of mismatches between plans and realities. Moreover, educational programs designed to solve difficult problems are often costly and the chances of obtaining only partial successes are considerable. However, because unconsidered opinions often result in solutions which are worse than the problems, the need for plans and timely revisions is great.

A little reflection will convince most that as changes occur, practices of the past must be examined to see if they apply to the present and adjustments made or programs created to fit the future. Futures are affected by what is done today; the possibilities of the future stem from understanding the options available and the consequences of exercising various combinations of them. These beliefs led to the development of the previous statewide educational plan published in 1969. That plan, called the Master Plan for Public Education in Hawaii, included a rationale for planning, policy commitments, program plans, and support plans. That plan provided directions for the Seventies.

This Document incorporates the goals and objectives of the Master Plan for Public Education in Hawaii which are applicable for the Eighties. Thus this Document, which follows the provisions of The Hawaii State Plan, is consonant with the Master Plan for Public Education in Hawaii. Developed under the guidance of the State Education Plan Advisory Committee, this Document incorporates suggestions of the public, the Board of Education, The Hawaii State Plan Policy Council, the Legislature, and professional educators.

In order to be responsive to constantly changing needs and conditions, the State Education Plan Technical Reference Document and the State Education Plan will be periodically reviewed and updated. Because this Document obtains its directions from The Hawaii State Plan, the timing of its review and revision process is linked to the review process of The Hawaii State Plan:

- Biennial Review. Priority Directions, Part III of The Hawaii State Plan, identifies critical Statewide needs requiring priority attention. A comprehensive review of Priority Directions is to be conducted at two-year intervals to correspond with the biennial cycle of the State budgetary process. In order to assure conformance to Priority Directions and integration with the State budget, all State Functional Plans -- including the State Education Plan -- will also be reviewed and, if necessary, amended every two years.

- Comprehensive Review. Part I of The Hawaii State Plan expresses the overall Theme and longer-range Goals, Objectives, and Policies of Hawaii. A comprehensive review of Part I of The Hawaii State Plan is to be conducted once every four years.

To assure conformance with these updates, the Department of Education will also review and revise this Document within a two-year period

subsequent to amendments to Parts I and III of The Hawaii State Plan. Such revisions would also take into account the changing needs and demands of the citizenry as well as changes in conditions, knowledge, and practices affecting education.

E. Definitions Pertinent to this Document

The following definitions are pertinent to this Document:

1. The State Education Plan is a State Functional Plan, and is a part of the Statewide Planning System established by The Hawaii State Plan to manage and coordinate activities in the functional area of education and to guide resource allocation decision-making for education. It contains information on: 1) the role of the State Functional Plans; 2) Technical Reference Documents; 3) the periodic reviews and revisions of State Functional Plans; 4) the Hawaii State Plan Policy Council; 5) the Advisory Committees; 6) the purposes of the State Education Plan; 7) the scope of the State Education Plan; 8) the coordination with other State Functional Plans; and 9) objectives, policies, concerns, and high priority recommended implementing actions.

2. The State Education Plan Technical Reference Document is a functional or workable plan which serves as the primary resource base for the State Education Plan. It contains State Objectives, State Policies, State Priority Directions, Board of Education Concerns, State Education Plan Advisory Committee Concerns, departmental objectives, supportive rationales, analyses, recommended implementing actions, costs, time frames, and indicators of the degree to which policies, priority directions, concerns, and departmental objectives are being accomplished.

3. A State objective or State policy is a long-term goal which describes desired social, economic, physical, and educational conditions to be sought for Hawaii's citizens.

4. A State priority direction is a short-term area of emphasis.

5. A concern is an area of interest expressed by the Board of Education or the Governor's State Education Plan Advisory Committee convened to guide the development of the State Education Plan.

6. A departmental objective is a specific, measurable aim of the Department of Education. It is a refinement of a State Goal, State Objective, State Policy, or State Priority Direction, as well as a refinement of Board of Education expressions, the Superintendent's guidance, and professional educators' discretions. A departmental objective will usually be employed in program plans.

7. A program objective is a refinement of a State Goal, State Objective, State Priority Direction, departmental objective, Board of Education expressions, federal guideline, Superintendent's guidance, or professional judgment; a program objective is a specific measurable aim of a program plan.

8. A supportive rationale is a reason why a State Goal, State Objective, State Priority Direction, departmental objective, and program objective should be pursued.

9. Analysis is an examination of a complex, its elements, and their relationships with the purpose of choosing implementing actions.

10. An implementing action is a statement of events which will be carried out.

11. Cost is an estimate of the price attendant to an implementing action.

12. Time Frame is the period when an implementing action occurs.

13. An indicator of accomplishment is an index which reflects the degree to which a State Goal, State Objective, State Priority Direction, departmental objective, or program objective is being accomplished.

14. A program plan is a plan developed within the planning-programming-budgeting system. The program plan normally spans six years and contains the same elements as this Document, although in greater detail. The program plan is designed to implement The Hawaii State Plan, the State Education Plan, and other requirements of departmental operations such as the State Education Plan Technical Reference Document, laws, policies, regulations, and professional discretion. Program plans provide the foundation for multi-year program and financial plans of the Planning-Programming-Budgeting System.

15. The Foundation Program for the Public Schools of Hawaii (November, 1970) is a document delineating the commitment of the Department of Education for equal opportunities in education. It offers students school programs through which they can acquire the fundamental skills of computation, language, the arts, the physical and social sciences. The Foundation Program also provides students with the opportunities to use and practice these skills to communicate and acquire knowledge; to pursue knowledge independently and to apply that knowledge in making decisions; to grow in personal/social development; to develop and maintain good health; and to be able to choose from a variety of career opportunities. As a basic document of the Department, the Foundation Program gives direction to school level programs, activities, and services.

16. The Foundation Program Objectives are objectives of the Foundation Program which indicate the kinds of behavior the Department of Education hopes to see students demonstrate as they grow into adulthood. The list of objectives covers those related behaviors that describe students as active, contributing human beings in our society. The objectives which are periodically reviewed and updated were first derived from the Master Plan for Public Education in Hawaii. The eight objectives together with their subobjectives are set out in the Foundation Program Objectives for the Hawaii State

Department of Education. These objectives are periodically validated by public surveys. The eight objectives are:

That students shall:

1. Develop basic skills for learning and effective communication with others.

2. Develop positive self concepts.

3. Develop decision-making and problem solving skills at their proficiency levels.

4. Develop independence in learning.

5. Develop physical and emotional health.

6. Recognize and pursue career development as an integral part of their total growth and development.

7. Develop continually growing philosophies such that they are responsible to themselves as well as to others.

8. Develop creative potentials and easthetic sensitivities.

17. The Student Performance Expectations of the Foundation Program was published in August 1978. Because of the general way in which the eight Foundation Program objectives were stated, the task of relating them to classroom instruction and student performance was difficult. Therefore, performance expectations were developed to specify important competencies expected of students in their progress toward the attainment of the Foundation Program Objectives. Each performance expectation specifies a behavior which requires the application of knowledge, skills or attitudes appropriate to the specified grade level. For each Foundation Program Objective, performance expectations collectively serve to describe the breadth and depth of a student's desired achievement and progress. Performance expectations were developed for grades K,1,2,3,6,8,10, and 12.

18. The Competency-Based Measures are indicators used to determine student progress on the Student Performance Expectations of the Foundation Program. These measures are currently being developed and when completed will replace a portion of the current testing program.

CHAPTER II

RELATIONSHIPS AMONG THE HAWAII STATE PLAN, STATE FUNCTIONAL PLAN TECHNICAL REFERENCE DOCUMENTS, COUNTY PLANS, AND DEPARTMENT OF EDUCATION PROGRAM PLANS

This chapter deals with the relationships among the State Education Plan Technical Reference Document and other State Functional Plan Technical Reference Documents and County plans. The concern is with improving coordination and cooperation thereby assuring compatible actions and avoiding unproductive conflicts. Toward this end, relationships among The Hawaii State Plan, State Functional Plan Technical Reference Documents, and County plans, and other Department of Education plans are discussed.

A. Relationships Between the State Education Plan Technical Reference Document and The Hawaii State Plan

This Document has been prepared to implement policies and priority directions of The Hawaii State Plan. As indicated in Chapter I, initial steps in preparing this Document included: first, scrutinizing The Hawaii State Plan for policies and priority directions relevant to education; second, clustering similar issues to aid planning and analyses; and third, identifying and integrating the concerns of the Board of Education and the concerns of the Governor's State Education Plan Advisory Committee convened to guide the development of this Document. The specific objectives, policies, priority directions, concerns, and their integrated clusters are:

1. Personal Skills and Knowledge

   a. Acquiring Basic Skills

      Promote programs and activities that facilitate the acquisition of basic skills, such as reading, writing, computing, listening, speaking, and reasoning. (Policy: Sec. 21, b(7), p. 34; The Hawaii State Plan)

   b. Enhancing Personal Development

      Support educational programs and activities that enhance personal development, physical fitness, recreation, and cultural pursuits of all groups. (Policy: Sec. 21, b(1), p. 33; The Hawaii State Plan)

      Provide adequate and accessible physical fitness programs to promote the physical and mental well-being of Hawaii's people. (Policy: Sec. 23, b(7), p. 34; The Hawaii State Plan)

      Foster an awareness of the need for personal health maintenance and preventive health care through education and

other measures. (Policy: Sec. 20, b(4), p. 33; The Hawaii State Plan)

Enhance the enjoyment of recreational experiences through safety measures, educational opportunities and improved facility design and maintenance. (Policy: Sec. 23, b(3), p. 34; The Hawaii State Plan)

Increase opportunities for appreciation and participation in the creative arts, including the literary, theatrical, and musical arts. (Policy: Sec. 23, b(8), p. 34; The Hawaii State Plan)

Encourage the development of creative expression in the artistic disciplines to enable all segments of Hawaii's population to participate in the creative arts. (Policy: Sec. 23, b(9), p. 34; The Hawaii State Plan)

Promote Asian, European, and Pacific Language. (Concern of the Board of Education)

2. Employability and the Economy

   a. Assisting Individuals, Especially the Disadvantaged, to Meet Job Qualifications

      Assist individuals, especially those who are disadvantaged in meeting job qualifications, through manpower and other related training opportunities. (Policy: Sec. 21, b(6), p. 33; The Hawaii State Plan)

      Study the problem of dropouts and potential dropouts. (Concern of the State Education Plan Advisory Committee)

      Provide equal educational opportunities. (Concern of the State Education Plan Advisory Committee)

      Promote services to the gifted and talented. (Concern of the Board of Education.

   b. Allocating Resources to High Employment Growth Areas

      Encourage the allocation of educational resources to career areas where high employment growth is expected. (Priority Direction: Sec. 103, j(2), p. 44; The Hawaii State Plan)

      Encourage more effective career counseling and guidance in high schools and post-secondary institutions to inform students of present and future career opportunities. (Priority Direction: Sec. 103, j(1), p. 44; The Hawaii State Plan)

Deal with problems related to career counseling of students in high school. (Concern of the State Education Plan Advisory Committee)

c. Recognizing the Major Sources of Income to Hawaii's Economy

Recognize the importance and contributions of the major sources of income to Hawaii's economy. (Concern of the Board of Education)

Foster a recognition of the contribution of the visitor industry to Hawaii's economy and the need to perpetuate the aloha spirit. (Policy: Sec. 8, b(8), p. 29; The Hawaii State Plan)

Provide opportunities for Hawaii's people to obtain job training and education that will allow for upward mobility within the visitor industry. (Policy: Sec. 8, b(7), p. 29; The Hawaii State Plan)

Foster attitudes and activities conducive to maintaining agriculture as a major sector of Hawaii's economy. (Policy: Sec. 7, b(1), p. 28; The Hawaii State Plan)

Increase the attractiveness and opportunities for agricultural education and livelihood. (Policy: Sec. 7, b(7), p. 28; The Hawaii State Plan)

Expand vocational training programs in agriculture and aquaculture. (Priority Direction: Sec. 103, d(10), p. 43; The Hawaii State Plan)

Encourage the formulation of marketing cooperatives to assist small scale producers, manufacturers, and distributors. (Policy: Sec. 6, b(7), p. 28; The Hawaii State Plan)

3. Social and Natural Resources

a. Stimulating Responsible Participation in Government

Stimulate the responsibility in citizens to productively participate in government for a better Hawaii. (Policy: Sec. 27, b(5), p. 35; The Hawaii State Plan)

b. Understanding Hawaii's Cultural Heritage

Increase the ability of education to promote an understanding of Hawaii's cultural heritage. (Policy: Sec. 21, b(3), p. 33; The Hawaii State Plan)

Foster and preserve Hawaii's multicultural heritage through supportive programs and activities. (Policy: Sec. 23, b(1), p. 34; The Hawaii State Plan)

Foster increased knowledge and understanding of Hawaii's ethnic and cultural heritages and the history of Hawaii. (Policy: Sec. 25, b(1), p. 34; The Hawaii State Plan)

Support activities and conditions that promote cultural values, customs, and arts that enrich the life styles of Hawaii's people. (Policy: Sec. 25, b(2), p. 34; The Hawaii State Plan)

Encourage the essence of the aloha spirit in people's daily activities. (Policy: Sec. 25, b(4), p. 34; The Hawaii State Plan)

Provide educators with an understanding of the ethnic backgrounds of the students. (Concern of the State Education Plan Advisory Committee)

c. Understanding Capacities to Accommodate Population

Foster an understanding of Hawaii's capacities to accommodate population needs. (Policy: Sec. 5, b(6), p. 27; The Hawaii State Plan)

Encourage continued low birth rate among Hawaii's population. (Priority Direction: Sec. 104, a(5), p. 45; The Hawaii State Plan)

d. Conserving Natural Resources

Exercise an overall conservation ethic in the use of the Hawaii's natural resources. (Policy: Sec. 11, b(1), p. 30; The Hawaii State Plan)

Greater public awareness and appreciation of Hawaii's environmental resources. (Objective: Sec. 13, a(2), p. 30; The Hawaii State Plan)

Foster recognition of the importance and value of the land, air, and water resources to Hawaii's people and their cultures. (Policy: Sec. 13, b(8), p. 30; The Hawaii State Plan)

Promote the visual and aesthetic enjoyment of mountains, ocean vistas, scenic landscapes, and other natural features. (Policy: Sec. 12, b(3), p. 30; The Hawaii State Plan)

Foster educational activities that promote a better understanding of Hawaii's limited environmental resources. (Policy: Sec. 13, b(1), p. 30; The Hawaii State Plan)

Encourage the protection of rare or endangered plant and animal species and habitats native to Hawaii. (Policy: Sec. 11, b(6), p. 30; The Hawaii State Plan)

Seek to utilize Hawaii's limited land resources wisely in order to insure the protection of the environment and the availability of the shoreline, conservation lands and other limited resources for future generations. (Priority Direction: Sec. 105, b, p. 45; The Hawaii State Plan)

Encourage water conservation to reduce the per capita water consumption rate through education and the promotion of conservation awareness. (Priority Direction: Sec. 103, h(1), p. 43; The Hawaii State Plan)

e. Conserving Energy

Promote prudent use of power and fuel supplies through education, conservation, and energy-efficient practices. (Policy: Sec. 18, b(4), p. 33; The Hawaii State Plan)

Encourage development of a program to promote conservation of energy use in the state. (Priority Direction: Sec. 103, i(2), p. 44; The Hawaii State Plan)

Encourage consumer education programs to reduce energy waste and to increase awareness for the need to conserve energy. (Priority Direction: Sec. 103, i(4), p. 44; The Hawaii State Plan)

Encourage the use of energy conserving technology and appliances in homes and other buildings. (Priority Direction: Sec. 103, i(5), p. 44; The Hawaii State Plan)

4. Educational Support Services

a. Emphasizing Quality Educational Programs to Promote Excellence

Emphasize quality educational programs in Hawaii's institutions to promote academic excellence. (Policy: Sec. 21, b(8), p. 34; The Hawaii State Plan)

Support research programs and activities that enhance the education programs of the State. (Policy: Sec. 21, b(9), p. 34; The Hawaii State Plan)

Provide a timetable for increasing the quality of education for Hawaii's children. (Concern of the State Education Plan Advisory Committee)

Provide appropriate staffing. (Concern of the State Education Plan Advisory Committee)

Emphasize staff development. (Concern of the State Education Plan Advisory Committee)

b. Ensuring the Provision of Educational Services and Facilities

Ensure the provision of adequate and accessible educational services and facilities that are designed to meet individual and community needs. (Policy: Sec. 21, b(2), p. 33; The Hawaii State Plan)

Encourage community involvement in school affairs. (Concern of the State Education Plan Advisory Committee)

Encourage maximum use of school facilities to ensure the most effective educational program. (Concern of the State Education Plan Advisory Committee)

Examine parent education and outreach programs. (Concerns of the State Education Plan Advisory Committee)

c. Assuring Public Safety and Protection of Life and Property

Assurance of public safety and adequate protection of life and property for all people. (Objective: Sec. 26, a(1), p. 35; The Hawaii State Plan)

Support law enforcement programs aimed at curtailing criminal activities. (Policy: Sec. 26, b(1), p. 35; The Hawaii State Plan)

Promotion of a sense of community responsibility for the welfare and safety of Hawaii's people. (Objective: Sec. 26, a(3), p. 35; The Hawaii State Plan)

Support law enforcement activities that provide a safer environment for both visitors and residents alike. (Priority Direction: Sec. 103, b(11), p. 42; The Hawaii State Plan)

Provide a safe and secure environment for schools and libraries. (Concern of the State Education Plan Advisory Committee)

Decrease school violence and vandalism. (Concern of the State Education Plan Advisory Committee)

d. Providing Equal Employment Opportunities

Provide equal employment opportunities for all segments of Hawaii's population through affirmative action and anti-discrimination measures. (Policy: Sec. 6, b(13), p. 28; The Hawaii State Plan)

This Document recommends implementing actions to achieve the foregoing objectives, policies, priority directions, and concerns; it includes supporting rationales, analyses, implementing actions, costs, time frames, and indicators of the degree to which objectives, policies, priority directions and concerns are being accomplished.

B. Relationships Between the State Education Plan Technical Reference Document, Other State Functional Plan Technical Reference Documents, and County Plans.

In the preparation of this Document, the guidelines developed by the Department of Planning and Economic Development pursuant to Section 58 of The Hawaii State Plan were examined. The guidelines provided a helpful preliminary identification of inter-relationships. Next, other State Functional Plan Technical Reference Documents and County plans were reviewed to identify impacts. Table 1 summarizes judgements of impacts and relationships.

The impact of other State Functional Plan Technical Reference Documents and County plans upon educational activities include encouraging preparation of the young by imparting skills, knowledge, and attitudes necessary to accomplish objectives. Additionally, the plans and documents identify educational activities which impact on them.

1. The State Agriculture Plan Technical Reference Document

The State Agriculture Plan Technical Reference Document has a significant impact on educational activities. It provides information on future areas of emphasis which will assist teachers and counselors to help students develop skills and attitudes conducive to maintaining agriculture as a major contributor to Hawaii's economy.

This Document also has a significant impact on agricultural activities. The Department of Agriculture will be asked to provide assistance in reviewing and updating curriculum and to provide in-service training to teachers.

2. The State Conservation Lands Plan Technical Reference Document

The State Conservation Lands Plan Technical Reference Document has a significant impact on educational activities. Students need to learn the importance of preserving Hawaii's natural beauty and open spaces. They also need to be educated to preserve endangered species of flora and fauna.

This Document has a moderately significant impact on the State Conservation Lands Plan Technical Reference Document and its activities. Coordination with the Department of Land and Natural Resources is needed to develop effective instruction to preserve endangered species.

3. The State Recreation Plan Technical Reference Document

The State Recreation Plan Technical Reference Document has a highly significant impact on educational activities.

LEGEND: ● HIGHLY SIGNIFICANT
◐ SIGNIFICANT
O MODERATELY SIGNIFICANT

STATE FUNCTIONAL PLAN TECHNICAL REFERENCE DOCUMENTS	NATURE OF RELATIONSHIPS		
	IMPACTS UPON	IMPACTED BY	INTERRELATES WITH
Agriculture	◐	◐	◐
Conservation Lands	O	◐	O
Recreation	◐	●	◐
Energy	◐	◐	◐
Health	◐	◐	◐
Higher Education	●	◐	◐
Historic Preservation	O	◐	O
Housing	O	O	O
Tourism	O	O	O
Transportation	O	O	O
Water Resources Development	O	◐	O
COUNTY PLANS			
Honolulu	O	◐	O
Hawaii	O	◐	O
Maui	O	◐	O
Kauai	O	◐	O

TABLE 1: RELATIONSHIPS TO OTHER STATE FUNCTIONAL PLAN TECHNICAL REFERENCE DOCUMENTS, AND COUNTY PLANS

Coordination is required to avoid conflicts concerning the recommendation of the State Recreation Plan Technical Reference Document to expand the role of educators to service the general public. Many feel that resources are not sufficient for school activities such as intramural sports. Moreover, use of school facilities for non-school recreation programs must be carefully scheduled and budgeted. The Department of Land and Natural Resources needs to be consulted during the next revision of the Educational Specifications and Standards for Facilities to coordinate planning for multi-purpose use of school facilities.

This Document has a significant impact on recreational activities. Instruction on environmental education and on activities to encourage lifetime recreational participation will have a long-range impact on the State's resources.

4. The State Energy Plan Technical Reference Document

The State Energy Plan Technical Reference Document has a significant impact on educational activities. A conservation ethic is emphasized in the environmental curriculum. Close coordination is necessary between the Department of Education and the Department of Accounting and General Services to design and modify facilities to conserve energy. The desire to make maximum use of school facilities after school hours and the need to conserve energy must be balanced and are addressed by both the State Energy Plan Technical Reference Document and this Document.

This Document has a significant impact on the State Energy Plan Technical Reference Document. The establishment of an Energy Resources Center in the Department of Planning and Economic Development is recommended by the State Education Plan Technical Reference Document.

5. The State Health Plan Technical Reference Document

The State Health Plan Technical Reference Document has a significant impact on educational activities. Both the Department of Education and the Department of Health have goals to educate people about the importance of health care and the family.

This Document has a significant impact on health activities. The Department of Education will seek assistance from the Department of Health to provide essential health services, enforce Department of Health regulations and coordinate the Department of Health personnel's provisions of wellness activities.

6. The State Higher Education Plan Technical Reference Document

The State Higher Education Plan Technical Reference Document has a significant impact on educational activities. Approximately seventy percent of Hawaii's students seek additional schooling.

This Document has a highly significant impact on higher educational activities. Implementing actions of this Document include: additional in-service training in agriculture, multicultural education, and community education; increased collaboration on worthy applied research projects; and increased cooperation in developing and updating curricula.

7. The State Historic Preservation Plan Technical Reference Document

The State Historic Preservation Plan Technical Reference Document has a significant impact on educational activities. The building and archaeological sites represent a valuable resource for transmitting Hawaii's cultural heritage to its youth.

This Document has a moderately significant impact on the State Historic Preservation Plan Technical Reference Document and its activities. The Department will seek assistance from the Department of Land and Natural Resources for ideas on teaching historic preservation and recognizing possible school sites for historic preservation.

8. The State Housing Plan Technical Reference Document

The State Housing Plan Technical Reference Document has a moderately significant impact on educational activities. Coordination with State agencies, county agencies, and private developers will be continued to provide facilities and services to students who arrive in a district as a result of a successful housing development. The Department of Social Services and Housing, more specifically the Hawaii Housing Authority, needs to be consulted during the next revision of the Educational Specifications and Standards for Facilities to coordinate planning for joint use of school facilities.

This Document has a moderately significant impact on the State Housing Plan Technical Reference Document.

9. The State Tourism Plan Technical Reference Document

The State Tourism Plan Technical Reference Document has a moderately significant impact on educational activities because it promotes tourism growth of five percent per year to 1985 and four percent per year to 1990. The impact involves informing students of the costs and benefits of the visitor industry on Hawaii's economy.

This Document has a moderately significant impact on the State Tourism Plan Technical Reference Document. The Department of Education will emphasize the importance of behaviors such as friendliness, courtesy, and tolerance toward all people. The Department of Education will also provide career information to students regarding opportunities for upward mobility in the tourist industry.

10. The State Transportation Plan Technical Reference Document

The State Transportation Plan Technical Reference Document has a moderately significant impact on educational activities. New transportation systems, new roadways, and the modifications of existing roads each have an impact on schools and the busing of students.

This Document also has a moderately significant impact on the State Transportation Plan Technical Reference Document. Collaboration is needed to satisfactorily resolve problems resulting from school traffic.

11. The State Water Resources Development Plan Technical Reference Document

The State Water Resources Development Plan Technical Reference Document has a significant impact on educational activities. The environmental education curriculum includes future problems and solutions concerning the conservation of water which should be emphasized.

This Document has a moderately significant impact on the State Water Resources Development Plan Technical Reference Document. The Department of Education will seek updated information on problems and solutions pertaining to water resources from the Department of Land and Natural Resources.

12. The City and County of Honolulu General Plan

The General Plan of the City and County of Honolulu has a significant impact on educational activities. The educational policies contained in the General Plan are consonant with The Hawaii State Plan and this Document. Coordination is required in the area of population deployment to assure delivery of school and public library services. Coordination will also enhance accomplishment of common objectives which foster cultural appreciation and recreational opportunities.

13. The Hawaii County General Plan

The General Plan of the County of Hawaii has a significant impact on coordinative activities. Close coordination is required between the Department of Education and the County of Hawaii to accomplish specific objectives such as joining school grounds and county parks and making school facilities available to the community after school hours.

14. The Maui County General Plan

The General Plan for the County of Maui has a significant impact on educational activities. Recent economic growth and population growth have resulted in a desire to emphasize educational services which provide economic diversification. More

specifically, the objective to promote the aquaculture industry also requires emphasis. Hence, career education, counseling, and the study of Hawaii's economy will further emphasize these areas.

15. The Kauai County General Plan

The General Plan of the County of Kauai has a significant impact on educational activities. The County of Kauai's desire for an aggressive program on the "aspects of environmental and social factors affecting decisions" requires coordination. Coordination is also required to extend the use of school facilities after school hours.

C. Relationships Between the State Education Plan Technical Reference Document and Other Department of Education Program Plans

The relationships between this Document and other Department of Education program plans are analogous to that of The Hawaii State Plan and this Document. This Document provides guides for the future by delineating State Objectives, State Policies, State Priority Directions, concerns, and/or departmental objectives. Guides serve as general directions and should be used in developing goals and objectives for program plans.

Although the organization of this Document is based on the Objectives, Policies, and Priority Directions of The Hawaii State Plan, the components can be integrated readily into the planning-programming-budgeting system. Components such as the current situation, the proposed approach, and the recommended implementing actions are compatible with the requirements of the multi-year program and financial plan. Program relationships between this Document and the programs of the planning-programming-budgeting structure are depicted on Table 2.

In addition to providing guides from which goals and objectives for program plans may be developed, this Document emphasizes coordination among other state agencies, state programs, and county agencies. In this connection, impacts and areas of further coordination should be included in all program plans.

TABLE 2

PROGRAM RELATIONSHIPS BETWEEN THE CHAPTERS OF THE STATE EDUCATION PLAN TECHNICAL REFERENCE DOCUMENT and THE PLANNING-PROGRAMMING-BUDGETING SYSTEM PROGRAMS

DOE PPB / DOCUMENT CHAPTERS	INSTRUCTION				INSTRUCTIONAL ADMIN AND SUPPORT						INSTITUTIONAL ADMIN AND SUPPORT				PUBLIC SERVICES	
	REG INSTR	OTHER REG INSTR	EXCEPT CHILD PROG	COMP EDUC	SCHOOL ADMIN	INSTR MEDIA	INSTR DEVLPT	COUN-SELING	STUDENT ACTIVITY	PSYCH SCHOOL SOC WK	STATE ADMIN	DISTRICT ADMIN	SAFETY SECURITY	PHYS PLANT OP MGT	ADULT EDUC	PUBLIC LIBS
IIIA	X	X		X			X				X				X	
IIIB	X	X	X				X	X	X							
IVA	X		X	X			X	X		X	X					
IVB	X			X			X	X								
IVC	X	X					X	X								
VA	X						X		X						X	
VB	X						X				X					
VC	X	X						X								
VD	X	X					X									
VE	X	X					X							X		
VIA					X		X				X	X				
VIB					X	X				X	X	X		X	X	X
VIC	X			X	X			X	X		X		X			
VID											X					

CHAPTER III

PERSONAL SKILLS AND KNOWLEDGE

Educational quality is reflected in the attainment of personal skills and knowledge which provide the foundations for entry into the economic and social environment in which we live. Attainment of personal skills and knowledge involves acquiring basic skills and enhancing personal development.

In promoting the acquisition of basic skills, the Department will continue to emphasize skills in such areas as language arts, mathematics, and competencies in life skills. Mastery of basic skills and competencies in life skills is expected to enable students to develop to their potentials and to function in society.

A. Acquiring Basic Skills

1. Goal

The purpose of this section is to address the following policy which appears in The Hawaii State Plan:

> Promote programs and activities that facilitate the acquisition of basic skills such as reading, writing, computing, listening, speaking, and reasoning. (Policy: Sec. 21, b(7), p. 34; The Hawaii State Plan)

2. Supporting Rationale

A major purpose of education is to provide students with basic skills necessary to function in a complex society. In this connection, the first commitment of an instructional program is to teach students these basic skills--reading, writing, mathematics, reasoning and the ability to communicate. These skills make more complex behaviors possible.

Complementing these basic skills are competencies which enable students to apply their skills in social, economic, and political context. Competencies include learning how to learn; recognizing and solving problems; and formulating judgments with respect to complex issues. These skills and competencies ultimately serve as the foundation on which an informed citizenry governs itself.

3. Current Situation

The Foundation Program of the Public Schools of Hawaii is composed of the academic program, the guidance and counseling program, the student affairs program, and the administrative and support services program. Basic skills are part of the academic program which is organized around eight major objectives which equip students with skills, knowledge, attitudes, and values. By the time students graduate from school they should demonstrate

mastery of the first objective: Basic learning and communication skills at their proficiency levels.

During the past three years, the Department has placed an emphasis on the early grades (K-3). This emphasis is manifested in the 1978 and the 1979 Board of Education's Annual Expectations of the Superintendent. One activity resulting from this emphasis has been the administration of a standardized test to all second graders with the purpose of diagnosing verbal and arithmetic achievements. A report titled, Program Analyses of Grade 2, Stanford Achievement Test, was distributed so that students could be provided with stronger developmental and remedial services in the early elementary grades.

A second activity emphasizing the early grades has been the development of performance expectations which provide descriptions of competencies expected of students at the end of grades kindergarten, one, two, and three. These competencies include the application of knowledge, skills, or attitudes.

Another example of an activity emphasizing the early grades has been the development of a handbook titled Language Arts Strategies for Basic Skills, K-2. The purpose of this handbook is to provide assistance to classroom teachers in increasing student achievement and mastery of basic skills in language arts.

The emphasis on the early years has yielded encouraging results. Improvements have been made in standardized test scores. During the Eighties emphasis on early grades should not abate, as emphasis is increased on the later grades.

Basic skills are addressed through a broad-based curriculum effort. This effort includes instructional programs in language arts, mathematics and supplemental areas, a competency-based curriculum improvement effort, and an assessment program. Some of the instructional efforts focused on basic skills are outlined below.

Language Arts. The Language Arts Program is a major program addressing reading, writing, listening and speaking skills. "To assist students to develop the highest degree of informed control of which they are capable over their use of language" is a primary goal of this program. The program includes instruction for all students in five component areas: literature, oral communication, reading, writing and language study. Permeating the five areas and serving as an adhesive is an element implicit in all learning: reasoning. The instruction period for language arts for elementary students varies from 680 minute per week for kindergarten, to 600 minutes per week in grades 4 and above. At the secondary level, language arts is required of students every year.

Schools have the responsibility for selecting appropriate programs and materials that are consistent with the State's

philosophy, program goals and objectives, and instructional strategies. A variety of commercially prepared program materials are available and there are listings to assist schools in their selection of materials.

The Hawaii English Program, with both elementary and secondary components, has been developed specifically for Hawaii's students. The elementary program is a comprehensive language arts program option for grades K-6, while the secondary program is a comprehensive language arts program option for grades 7-12.

In addition to these instructional programs, there are a number of source documents which delineate and provide guidance for implementation of the Language Arts Program. These cover language arts, reading, writing, oral communication, comprehension in the content areas, vocational education and several other areas.

The guide titled Comprehension in the Content Areas 3-6, Strategies for Basic Skills was developed by a State Language Arts Team to increase communication and to teach reasoning skills.

An instructional television series called THINKABOUT supports basic skills instruction. The series helps students to learn the processes of reasoning through relating such skills as reading and computing to solve practical problems.

Mathematics. The Mathematics Program has several components. The program covers: numbers and operations, geometry, measurement, and problem-solving. The Mathematics Program emphasizes: a) communication in the classroom; b) the introduction of symbolism, technical language and topics in appropriate sequence; c) metrics and the introduction of decimal fractions; d) instruction in mathematical reasoning processes; e) instruction in basic skills; and f) use of physical models and pictures.

Supplemental Programs and Projects. Various Supplemental Basic Skills Programs are offered to those students with problems, handicaps, or special background conditions that cause them to fall behind in their learning and require different approaches. These include: a) intensive basic skills instruction, b) compensatory education, c) special education, and d) bilingual/bicultural education.

Competency-Based Education. The concept of competency-based education is related to, and broader than, education related to basic skills. The concept focuses on education aimed at providing students with a range of skills which enable them to function effectively in a complex society.

Definitions of the skills which comprise "competence" vary widely across the country. The Department of Education has defined sets of performance expectations which provide the basis for elaborating a set of desired outcomes for the educational process. In addition, through discussions involving many segments of the community, a set of fifteen competencies which are deemed basic and essential were defined. These competencies are a part of the graduation requirements.

Thus, competency-based education in Hawaii is composed of curriculum designed to provide students with a broad range of skills including the basics. This effort involves several components: a) the definition of objectives, b) the definition of specific performance expectations, c) the design of instructional strategies for achieving these outcomes, and d) the design and implementation of measurements to both diagnose students' progress and, finally, to certify achievement of an essential level of skills for high school graduation.

Assessment. The Foundation Program Assessment and Improvement System is the Department of Education's curriculum management system. It is a comprehensive system for learner assessment, curriculum review and analysis, and instructional improvements within the Foundation Program which is the core of the educational program. Various requirements, performance standards and instruments have been developed to be used within this system. They include:

- Student Performance Expectations. For the Foundation Program Objective addressing basic skills, performance expectations were developed for grades K, 1, 2, 3, 6, 8, 10 and 12. These performance expectations are designed to guide classroom instruction and set consistent standards against which student progress can be measured.

- The Statewide Testing Program. Among other tests, the Stanford Achievement Tests are administered to students in grades 2, 4, 6, 8 and 10. The tests cover reading, vocabulary, language, spelling and mathematics.

- Competency-Based Measures. To determine student progress with respect to the performance expectations, these measures are currently being developed and when completed, will replace a portion of the Statewide Testing Program.

- Essential Competencies. The performance expectations which were considered basic and necessary for high school graduates were identified and specified as fifteen "Essential Competencies." To determine student mastery of the fifteen essential competencies, the Hawaii State Test of Essential Competencies was developed. It covers the basic skills of reading, writing and mathematics, as well as other life skills relating to health, government, careers, and reasoning.

- Graduation Requirements. In response to concerns from parents, employers, and the general public, a task force reviewed high school graduation requirements and in August 1973 presented its report to the Board of Education. These were adopted by the Board of Education with some provisos.

4. Analyses

Indications of the level of student performance in basic skills may be drawn from various types of test results. While test results are not the only indication of student achievement, they provide a fairly reliable yardstick. The following discussion will present data from the Stanford Achievement Test for reading and mathematics, a writing assessment given as part of the Foundation Program Assessment and Improvement System, and the results of the Hawaii State Test of Essential Competencies administered to all 10th grade students and some 9th, 11th and 12th graders for the first time in 1979.

Before proceeding into a discussion of student performance in basic skills, two general points should be noted which affect interpretation of the data which follows. First, in Hawaii a larger proportion of the student population is enrolled in private schools than in other mainland states. Approximately 17% of the students are enrolled in private schools in Hawaii as compared to approximately 7% in comparable states. This group of students represent a significant proportion of "above average" students, and thus provides some basis for expecting the scores of public school students on standardized tests to reflect a different profile than the national norm. In short, we should expect to see the average score in Hawaii to be lower than the national average. Second, improvements have been made on standardized test results in the public schools between 1975 and 1980. These improvements mean that the differences between Hawaii's students and the national norms have been lessened somewhat, but students are still performing below national norms. Nonetheless, this progress indicates that further emphasis in these areas should lead to further improvements.

- Reading. Analysis of the 1980 Stanford Achievement Test scores indicates that approximately 25% of the students tested scored "below average" in reading. National norms are set such that test scores yield a profile of 23% scoring below average, 54% average, and 23% above average. Thus, on the whole, the student population in Hawaii scoring "below average" is 2% greater than the national norm. The results of the tests indicate differences in student performance across the state, between districts and a general decline in performance as students move to later grades. These Stanford Achievement Test scores are supported by assessment data from the Title I Program which estimates that in grades 4, 6, 8 and 10 respectively, approximately 30% of students score in the "below average" category.

A review of the data indicates several apparent patterns. First, there are differences in student skills between districts. Second, test scores have improved during the past three years. Third, test scores appear to deteriorate as the student moved through the grades. Fourth, at the higher grades, poor test scores in reading represent a stable pattern. Finally, the longitudinal data indicate a critical period between grades 6 and 8 where test scores decrease substantially.

An analysis of the assessment data was made to locate areas in which to focus instructional and/or program improvement efforts for reading. This analysis indicated that there was a continued need for improvement in vocabulary and reading comprehension. Table 3 summarizes grade level performance by subtests. This analysis is supported by the state-wide reading assessment which indicated students had problems with vocabulary, particularly figurative language, and were unable to infer main ideas from a paragraph or story, analyze elements of a story, or use reference and study skills.

In addition to student data, other information gathered about instructional programs and school practices indicates a predominance of a coding approach in reading, one which emphasizes the memorization of words, word parts, and sounds, and which teaches comprehension as a separate skill to be mastered after word recognition skills have been learned.

TABLE 3. READING SUBTESTS

STANFORD ACHIEVEMENT TEST - 1980

Difference between Hawaii Student Population and National Norms in Percent "Below Average"

Grade	2	4	6	8	10
Subtest					
Vocabulary	-4	-5	-10	-8	-9*
Reading Comprehension	+6	-2	-3	-6	
Word Study	0	+1	+5	**	**

* Vocabulary and Reading Comprehension combined Grade 10

** Word study subtest not given

- Mathematics. A Stanford Achievement Test score analysis in 1980 indicated that 24% of Hawaii's students scored below average in mathematics or, only 1% worse than the norm of 23% below average. Assessment data from the Title I Program indicate that approximately 26% of Hawaii's students in grades 4 through 10 are below average in mathematics. Differences show up in student performance across the state, between districts, and student performance deteriorates in the later grades.

  A review across grade levels of the 1980 Stanford Achievement Test mathematics subtests indicates that the gross scores may obfuscate a more subtle skill problem. While students do well in computation, they perform less well in handling mathematical concepts at the higher grade levels; and they

perform least well in the application of mathematical concepts to problem solving and life situations (See Table 4). Such problems may also reflect the impact of poor reading skills. Further information suggests that teachers do not give enough attention to the application of mathematical concepts and skills in practical problem solving situations.

TABLE 4. MATHEMATICS SUBTESTS

STANFORD ACHIEVEMENT TEST - 1980

Difference between Hawaii Student Population and National Norms in Percent "Below Average"

Subtest	Grade: 2	4	6	8	10
Math Concepts	+2	+1	+4	-5	
Math Computation	+9	+2	+4	+1	-2*
Math Application	-7	-4	-3	-8	

* Math Concepts, Math Computation, and Math Application combined grade 10.

- Writing. Assessment data, based on a random sample of students in grades 4, 8, and 11 in 1979, indicate that students have difficulties in writing skills. Test results show that only 28% of the scores for all grades qualified as "excellent writing" or "adequate writing" on a four-point scale. Fully 69% of the students demonstrated writing skills which "contained many weaknesses that detract from the effectiveness of the writing," or "have so many problems that the reader finds it difficult, if not impossible, to understand the intended message."

  The implications of the data for instructional programs indicate a need to provide writing instruction that emphasizes primary skills such as organization, completeness

and relevance, use of supporting information and tone. There is a need to help students generate ideas, think clearly and to communicate to particular audiences for specific purposes.

- High School Performance. In the Fall of 1978, the Hawaii State Test of Essential Competencies was given to students in the 10th grade for the first time. Designed to provide graduation certification for students beginning with the Class of 1983, the early testing was intended to identify those students with difficulties so that they could be provided early assistance. Results indicated that almost 65% of 10th graders passed the Hawaii State Test of Essential Competencies. The implications affect not only improvements in efforts to teach basic skills prior to 10th grade, but also the development of remedial activities specifically designed for students at these higher grade levels. Remedial work at this stage will differ significantly from remedial programs aimed at younger students and will need to be developed alongside the competency-based testing to assist those students in later grades having difficulties.

5. Proposed Approach

The proposed approach for the Eighties would both seek new resources and use current resources more efficiently in the many programs and activities that address basic skills. Such an approach will carefully observe national competency based measure endeavors to assure Hawaii's efforts will benefit from national experiences. It is to be understood that competency based measures reflect only minimum levels of student achievement. Through adequate instruction and appropriate experiences, it is expected that students will achieve beyond the minimum level. The data indicate a broad need to improve the level of student achievement in basic skills; they also indicate specific areas where more emphasis will significantly impact student progress. Thus, the emphasis of this approach is both to continue to seek overall improvements in student performance, and to focus on certain groups of students and on specific instructional areas.

a. Assumptions and/or External Events

The fundamental assumption is that there are few things more important in education than attending to the teaching of basic skills. Thus, we must focus attention--both diagnostic and teaching--on the improvement of student abilities in these areas.

Trends during the past few years in public education have appeared to reverse a movement toward more "laissez-faire" education. More than half of the states have instituted

"competency-based" educational programs of one kind or another, and "accountability" is a term heard more often, both in public discussions and in the courts. Accountability is applied by parents and tax-payers seeking results from resources and accountability is applied by students, sometimes in the courts, seeking quality education. Thus, the concern shared by administrators and educators in Hawaii reflects a nation-wide concern, and as more and more states begin to address these issues through competency-based educational efforts, we are in a position to learn from those experiences.

b. Target Groups

There are two target groups: students and teachers. Students in need of assistance appear to fall within two critical grade clusters. The first are those students in grades 7 and 8. Longitudinal data indicate a drop in 8th grade test scores, suggesting that there may be a critical period between 6th and 8th grade, particularly in reading and mathematics. In mathematics, attention should target those students presently performing "below average" and on those students who show the potential to perform at "above average" levels who are not now doing so. The second are those students in the 9th and 10th grades who are found to be having difficulty demonstrating mastery of essential competencies. As the system of education moves forward in the development of the full competency-oriented curriculum, the remediation built into that structure may address this problem. However, while the curriculum and testing program are still being developed during the next five years, particular effort should be focused on these older students.

Teachers of 7th and 8th graders would benefit from additional assistance. These teachers may require assistance in developing new strategies and/or materials with which to teach the sub-areas where students are showing such poor performance, namely reading comprehension, mathematics application, and writing.

c. Activities

Activities will include: identifying and diagnosing students with problems; focusing instructional effort on reading comprehension, mathematics applications and writing skills; developing appropriate in-service training for teachers; and organizing expanded remedial activities for older students when necessary.

d. Indicators of Accomplishment

Test scores constitute one indicator of student progress. Specifically, test scores in grades 4, 6, 8, and 10 on the Stanford Achievement Test should show improvement over the

1975-1980 scores in these key areas. Achievement on other testing series should show similar improvements. Certainly the number of students passing the Hawaii State Test of Essential Competencies at 10th grade should continue to increase so long as that test is in use. Finally, the size of the pool of students requiring remedial assistance should eventually decrease.

e. Costs

The continuation of intensive basic skills instruction will require additional funds of $449,946 in 1983-1985 and $593,511 in 1985-1987.

6. Recommended Implementing Actions

a. THAT THE DEPARTMENT OF EDUCATION CONTINUE ITS POLICY OF EMPHASIZING THE BASIC SKILLS AND LIFE-ROLE COMPETENCIES BY SUCH ACTIONS AS PURSUING INTENSIVE BASIC SKILLS INSTRUCTION, EMPHASIZING INSTRUCTION FOR GRADES 7 AND 8, AND IMPROVING THE UNDERSTANDING OF FACTORS THAT LEAD TO DIFFERENCES IN STUDENT PERFORMANCES. THE TIME FRAME IS 1983-1989.

b. THAT THE DEPARTMENT OF EDUCATION CONTINUE ITS POLICY OF PURSUING INTENSIVE BASIC SKILLS INSTRUCTION FOR STUDENTS WHO HAVE DIFFICULTIES WITH ESSENTIAL COMPETENCIES AND PERFORMANCE EXPECTATIONS. THE TIME FRAME IS 1983-1989.

c. THAT THE DEPARTMENT OF EDUCATION EMPHASIZE INSTRUCTION FOR GRADES 7 AND 8. SUCH EMPHASIS MIGHT INCLUDE: PROGRAM ANALYSIS OF TIME ON TASKS RELATIVE TO THE BASIC SKILLS; IDENTIFICATION OF EXEMPLARY PROGRAMS AND DEVELOPMENT OR EMPHASIS ON NEW PROGRAMS IN THE AREAS OF READING COMPREHENSION, MATHEMATICS APPLICATION, AND WRITING; AND IN-SERVICE TRAINING TO 7TH AND 8TH GRADE TEACHERS ON INNOVATIVE TEACHING STRATEGIES FOR READING COMPREHENSION, MATHEMATICS APPLICATION, AND WRITING. THE TIME FRAME IS 1983-1987.

d. THAT THE DEPARTMENT OF EDUCATION DEVELOP IMPROVED INFORMATION PRESENTATION FOR PARENTS ON THE INTERPRETATIONS AND IMPLICATIONS OF TESTS SUCH AS THE STANFORD ACHIEVEMENT TEST, THE COMPETENCY-BASED MEASURES AND THE HAWAII STATE TEST OF ESSENTIAL COMPETENCIES. PARENTS SHOULD BE INFORMED OF THE SIGNIFICANCE OF THE ASSESSMENTS FOR THE CHILDREN AND INFORMED OF WAYS IN WHICH THEY CAN HELP THEIR CHILDREN. THE TIME FRAME IS 1983-1985.

e. THAT THE DEPARTMENT FOCUS ON IMPROVING OUR UNDERSTANDING OF THE FACTORS THAT LEAD TO DIFFERENCES IN STUDENT PERFORMANCES. THIS SHOULD BE A COLLABORATIVE EFFORT WITH HIGHER EDUCATION PERSONNEL AIMED AT DEVELOPING INNOVATIVE PROGRAMS TO AID STUDENTS EXPERIENCING DIFFICULTIES. THE TIME FRAME IS 1987-1989.

B. Enhancing Personal Development

1. Goals

This section addresses the following policies of The Hawaii State Plan:

Support educational programs and activities that enhance personal development, physical fitness, recreation, and cultural pursuits of all groups. (Policy: Sec. 21, b(1), p. 33; The Hawaii State Plan)

Provide adequate and accessible physical fitness programs to promote the physical and mental well-being of Hawaii's people. (Policy: Sec. 23, b(7), p. 34; The Hawaii State Plan)

Foster an awareness of the need for personal health maintenance and preventive health care through education and other measures. (Policy: Sec. 20, b(4), p. 33; The Hawaii State Plan)

Enhance the enjoyment of recreational experiences through safety measures, educational opportunities and improved facility design and maintenance. (Policy: Sec. 23, b(3), p. 34; The Hawaii State Plan)

Increase opportunities for appreciation and participation in the creative arts, including the literary, theatrical, and musical arts. (Policy: Sec. 23, b(8), p.34; The Hawaii State Plan)

Encourage the development of creative expression in the artistic disciplines to enable all segments of Hawaii's population to participate in the creative arts. (Policy: Sec. 23, b(9), p. 34; The Hawaii State Plan)

Promote Asian, European, and Pacific Languages. (Concern of the Board of Education)

2. Supporting Rationale

The policies and concerns above relate to enhancing personal development of individuals in one of six general areas: physical development, aesthetic appreciation, recreational pursuits, languages, practical arts, and guidance. The rationale for pursuing each of these areas is given below:

a. Physical Development

Benefits associated with optimum physical development have only recently regained wide public appreciation. Primitive societies did not place a conscious emphasis on physical development; rather, physical prowess was taken for granted because physical activity was necessary in the search for

food, construction of shelter, and protection in a hostile environment. Physical development was expanded by the "whole-man" or mind-body concept of ancient Greece where music and gymnastics constituted the two most important subjects, since music was believed to develop the intellect as gymnastics developed the body.

The physical development of Americans was accomplished by meeting the challenges of frontier life. In fact, physical education during the early development of the United States was not regarded as a vital part of the educational process because it was thought of as play in a work-oriented society. Only recently has the importance of physical fitness gained importance in American society and the school curriculum.

Modern advocates of optimum physical development have elaborated upon the concept of developing the body as well as the intellect and point to the benefits related to total well-being in the space age. They emphasize that physical activities are needed to keep organic systems in proper balance, to provide release from the strain of work and study, and to make individuals more vigorous and productive whether it be on the job, at home, or in service to their communities.

The emphasis on physical development has included a corresponding emphasis on personal health practices. Good nutrition, exercise, and limited exposure to harmful substances such as tobacco have been advocated to prevent illness and mental stress.

b. Aesthetic Appreciation

The arts, among the highest form of human expression, have played an important part in the lives of people in all civilizations. People created art forms such as drawing, painting, sculpture, architecture, crafts, music, literature, drama, and dance which have reflected the period in which they lived.

Hawaii offers its people a rich and unique heritage in the cultures of the many ethnic groups living in the islands. Children who grow up in schools that encourage respect for their own as well as other people's cultural heritage are more likely to make decisions which are sympathetic to the creation and maintenance of an environment in which people with differing life styles can live harmoniously.

c. Recreational Pursuits

Those activities which fall within this area include student activities such as: athletics, intramurals, and recreational reading. These activities contribute to the overall development of individuals, provide for positive uses of

leisure and often lead to future occupations. In fact, it is often in this area that students put into practice what they learn in the classroom.

d. Asian, European and Pacific Languages

Hawaii is geographically and ethnically the pivot point of culture and commerce between East and West. Cultural exchanges and understanding must flow in both directions. Languages are fundamental to this flow. Moreover, the study of the languages of others provides greater knowledge and understanding of their culture.

e. Guidance

Students need help to verify their learning experiences, and in their choice of personal values and life objectives. Guidance as a process and a program in the Department of Education provides the student with this type of assistance.

The goals of guidance learnings and experiences are broad and include: a) personal development which assists students in such areas as emotions, aspirations, self acceptance, and management of their lives; b) social development which assists students in such areas as cooperating with their families, interacting with others, accepting human differences, and changing their own behavior when necessary; c) educational development which assists students in such areas as understanding educational needs in relation to life goals, accepting their academic potentials and limitations, assessing interests, and appraising educational opportunities and requirements; and d) career development which assists students in such areas as becoming aware of occupations, exploring occupations of interest, making career decisions and planning and pursuing the education and training needed in realizing career goals.

3. Health

a. Current Situation

A framework for Health Education in Hawaii exists in the form of the School Health Education Study which provides ten concepts, or large areas of study together with behavioral objectives. The concept of mental health is integrated within the study of all other areas. Advice on how and where to obtain mental health services is included in the instruction. The main thrust of the Health Education Program is towards assuming responsibility for one's own health and the health of family members. Instruction in health encompasses content areas of drugs, smoking and alcohol; family life and human sexuality; growth and development; communicable diseases (including VD); chronic diseases, foods and nutrition; consumer health; health values and decisions;

community health; accident prevention and injury control; personal health practices and mental health.

An evaluation, The Evaluation of the School Health Education Study (SHES), 1975-76, states:

> "The most persistent constraints across all grades reported by the teachers were the unavailability of materials and lack of confidence in teaching and inadequate training. Following these constraints, teachers most frequently cited the two constraints: inadequate background of students and difficulty in scheduling time to teach health."

The report goes on to recommend:

> "Health education should be given much more prominence in the school curriculum ... It is urgent that principals assume primary responsibility in carefully planning a total school health education program with proper attention to sequence and scope of such a program which includes all aspects of personal, family and community health."

Simply stated, the implementation of the School Health Program is not adequate, especially at the elementary level. This finding is particularly critical since the two conceptual areas that the evaluation focused on were family life and human sexuality and drug education. Since drugs and teen pregnancies are two of the biggest health problems of teenagers at this time, improvement of this program is important.

b. Proposed Approach

The proposed approach involves continuing efforts to improve the implementation of the School Health Program by providing for improved teacher knowledge. This could be provided by such methods as in-service training and technical assistance to principals and teachers. The focus would be on implementing an acceptable health instruction program for each school.

1) Assumptions and/or External Events

Although good health is accomplished through a number of activities emanating from the home, church, and community, the schools will still be required to teach good health practices.

2) Target Groups

Although the ultimate target group of any educational program is the students, the program improvement actions

are directed toward two target groups, teachers and administrators.

3) Activities

Activities include providing for increased teacher knowledge. This can be done by such methods as in-service training which permits implementation of the health education curriculum in each school, and providing supportive services to classroom teachers and principals.

4) Indicators of Accomplishment

One indicator of accomplishment is student demonstration of competence on the health education items on the competency-based measures, now under development. A second indicator is improvement in comparison to The Evaluation of the School Health Education Study conducted in 1975.

5) Costs

Activities can be accommodated within the on-going budget.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION SHALL EVIDENCE ITS CONCERN FOR THE HEALTH OF EACH STUDENT BY CONTINUING TO PURSUE THE POLICY OF FULLY IMPLEMENTING A HEALTH EDUCATION CURRICULUM AND BY COORDINATING WITH THE DEPARTMENT OF HEALTH IN PROVIDING ESSENTIAL HEALTH SERVICES. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION PROVIDE TECHNICAL ASSISTANCE AND IN-SERVICE TRAINING TO TEACHERS FOR HEALTH EDUCATION. THE TIME FRAME IS 1983-1989.

3) THAT THE DEPARTMENT OF EDUCATION COORDINATE THE USE OF THE RESOURCES OF COMMUNITY AGENCIES TO STRENGTHEN THE IMPLEMENTATION OF THE HEALTH EDUCATION CURRICULUM. THE TIME FRAME IS 1983-1989.

4. Physical Education

a. Current Situation

The Physical Education Program Guide published in 1979 provides the framework for physical education.

In the physical education program, concepts and principles of human movement are organized sequentially and systematically and applied through the medium of physical activities.

At the elementary school, experiences deal with the teaching of fundamentals of movement and skills in the following areas: basic body skills; basic game skills including simplified sports, games and gymnastics.

The program at the intermediate level builds upon and is directly related to the elementary program. The curriculum includes refining fundamental skills with emphasis on application in a variety of activities to provide students with opportunities to explore and determine interests, abilities, and needs.

The high school program builds further on the development of fundamental skills, physical fitness, and socialization. It fosters an appreciation for lifetime sports activities to encourage students to participate throughout their lives.

An adapted physical education program has been developed to meet the needs of students who are handicapped. The program includes developmental activities, games, sports, and rhythms suited to the interests, capabilities, and limitations of the students. It is a flexible K-12 program which allows students to participate in the regular physical education program when they can do so safely and successfully, and return to special offerings afforded by the adapted program as needed.

The enactment of Title IX (Education Amendments of 1972 to P.L. 92-318, Prohibition of Sex Discrimination) requires the Department to provide equal opportunities for both sexes in physical education. Currently, there is a need to change the attitudes of teachers, boys, and girls so that the girls' participation in physical development activities will increase.

b. Proposed Approach

The proposed approach involves continuing efforts to provide equal opportunities for the physical education of both sexes and to provide for the attitudinal development of teachers, boys, and girls.

1) Assumptions and/or External Events

The trend toward asserting individual rights will continue. Further, the physical education of both sexes is important enough to warrant efforts to change teachers' and students' attitudes toward physical fitness.

2) Target Groups

The target groups for these recommended actions are the Physical Education Program and the students.

3) Activities

The activities involve continuing efforts to provide both sexes with equal opportunities for physical education and the development of positive attitudes toward physical fitness.

4) Indicators of Accomplishment

One indicator of accomplishment would be the enrollment of both sexes in physical education courses in proportion to their percentages of the total enrollment. A second indicator of accomplishment would be improvement of attitudes towards physical fitness and physical activities for girls.

5) Costs

Activities can be accommodated within the on-going budget.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION CONTINUE ITS EMPHASIS ON PROVIDING EQUAL OPPORTUNITIES FOR THE PHYSICAL EDUCATION OF BOTH SEXES. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION CONTINUE TO DEVELOP WAYS TO IMPROVE ATTITUDES TOWARD PHYSICAL ACTIVITIES FOR GIRLS. THE TIME FRAME IS 1983-1989.

5. Athletics

A special area of interest of the Governor's Advisory Committee on the State Education Plan is athletics. Athletics is included in the "Student Activities Program" which includes school activities which are commonly called "extra-curricular activities."

a. Current Situation

The Interscholastic Athletics Program involves students in grades 9-12 in competition and tournaments in 16 different sports. This program generally shares facilities and equipment as appropriate with the physical education and intramural programs. The present secondary school athletic program involves 38 high schools participating in interscholastic athletics. The program is organized and administered by leagues composed of schools.

A league is composed of school personnel who set rules and regulations governing athletics in the schools. In addition, the principal of each public high school serves as his school's representative to the statewide organization called the Hawaii High School Athletic Association. The Hawaii High School Athletic Association, composed of public and private high schools, is the official sanctioning body for all athletic

competitions; it is also the official link of high school athletics with the National Federation of State High School Associations.

With the enactment of Title IX (Educational Amendments of 1972 to P.L. 92-318, Prohibition of Sex Discrimination), the Department is charged with providing equal opportunities in interscholastic athletics to both sexes.

A major problem facing the Athletics Program is funding. The Athletics Program currently generates over 50% of the revenues needed to operate the program. However, with the growing popularity of college athletics and television coverage of athletic events, gate receipts are not expected to increase. A larger amount of state funds will be needed to maintain the program at its current level. Further, additional funds will be needed to expand the junior varsity and varsity programs to provide equal opportunities for girls or funds will have to be reallocated from the boys' sports program. In addition, unless additional funds become available, it will be difficult to add sports such as canoeing and surfing which are non-revenue generating sports.

Intramural activities are a part of the total athletic program. Activities are conducted outside the regularly scheduled instruction periods. With knowledge and skills learned in the physical education class, students participate voluntarily utilizing these basic elements in a recreation setting. Intramural supervisors administer and supervise the program.

b. Proposed Approach

The proposed approach involves implementing The Athletics Plan for the Eighties.

1) Assumptions and/or External Events

The trend of asserting individual rights will continue with the State being held accountable by the courts for compliance with civil rights mandates concerning equal opportunities for athletics. Also, the trend in funding athletics in Hawaii will continue with the State picking up an increasing proportion of the costs.

2) Target Groups

The target for this action is the Athletics Program.

3) Activities

The activities involve the implementation of The Athletics Plan for the Eighties.

4) Indicator of Accomplishment

The indicator of accomplishment is in the implementation of the recommended action in The Athletics Plan for the Eighties.

5) Revenues

The athletics income from gate receipts involves approximately $700,000 at the present time.

6) Costs

State General funds will be used to fund the basic costs of the Athletics Program.

In order to provide for equal opportunities in athletics, additional costs may be incurred. Some of these costs are:

- A new compensation plan for coaches which is consistent with collective bargaining provisions.
- Athletic trainer positions for the high schools.
- Total funding for all athletic personnel--athletic directors, coaches, and trainers as well as other support personnel.
- Costs for transportation, equipment and supplies.
- Upgrade and maintain the present athletic facilities as well as provide the minimum athletic facilities needed to operate the program. (Refer to Educational Specifications).

  Estimates to operate an exemplary athletic program for the Eighties may be expected to require an additional $2 million annually, excluding facilities.

c. Recommended Implementing Action

THAT THE DEPARTMENT OF EDUCATION TAKE STEPS TO IMPLEMENT THE ATHLETICS PLAN FOR THE EIGHTIES. THE TIME FRAME IS 1983-1989.

6. Art

a. Current Situation

A framework for the Art Program within the public schools is provided by the Hawaii Art Education Program Guide, published in August, 1978, by the Department of Education.

The Art Program consists of three major areas of learning: the critical, historical, and productive domains. Instruction is

designed to enable students to develop art skills and knowledge in various two-and three-dimensional modes of expression.

Art instruction for the lower elementary grades is 120 minutes per week and 90 minutes per week for the upper elementary grades. A semester course of Exploratory Art is an option for students in either the 7th or 8th grade. An elective program for the high school level consists of minimum elective (courses which the schools must offer) and specialized elective (courses which the school may offer) courses such as drawing, painting, printmaking, ceramics, weaving, sculpture, and photography.

Artists in the community are also vitally interested in the implementation of the school's art program. Hawaii has an abundance of artists who have conducted art workshops, provided classroom demonstrations in art, and participated as lecturers in innovative programs such as the Enrichment Program for the Artistically Gifted and Talented. Some of the more formal vehicles for the use of such resources are the Artmobile component and the Artists-in-the-Schools component of the art program.

b. Proposed Approach

The proposed approach is to strengthen and upgrade the Secondary Art Program through the purchase of necessary basic equipment items vital to the successful implementation of the minimum and specialized electives courses of the Authorized Courses and Code Numbers 1981-1982. Annually, a systematic repair, maintenance, and replacement plan will be initiated. In addition, an orientation in-service training program for secondary art teachers will be planned and developed to insure the proper use and care of these equipment items.

1) Assumptions and/or External Events

The effective implementation of the minimum and elective program requirements of the Authorized Courses and Code Numbers 1981-1982 cannot be fully accomplished without the availability of basic equipment items as recommended by the Furniture and Equipment Standards of the Educational Specifications. Without the basic equipment items, art students will not be given optimum opportunities for a relevant and an expanded range of art experiences necessary to attain the Foundation Program Objectives.

2) Target Groups

Target groups include art students and teachers, district and state educational specialists and professional artists/consultants.

3) Activities

Activities include: providing art students with an expanded range of meaningful art experiences in both the two- and three-dimensional modes of expression, and in-service training for teachers in the proper use, care, and maintenance of art equipment items.

4) Indicators of Accomplishment

Indicators of accomplishment include the expanded range of art experiences in both two- and three-dimensional modes of expression, the development of semester courses and an increase in enrollment in art courses.

5) Costs

The projected six year costs for the one time purchase of equipment items, in-servicing of teachers, and annual systematic repair, maintenance, and replacement costs are $155,000 in 1983-1985, $214,180 in 1985-1987, and $122,161 in 1987-1989.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION CONTINUE ITS PLANS TO IMPLEMENT THE ART EDUCATION PROGRAM. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION STRENGTHEN AND UPGRADE THE SECONDARY ART PROGRAM BY PROVIDING FUNDS NECESSARY FOR THE PURCHASE OF ART EQUIPMENT, AN IN-SERVICE PROGRAM, AND ANNUAL SYSTEMATIC MAINTENANCE, REPAIR AND REPLACEMENT COSTS. THE TIME FRAME IS 1983-1989.

7. Music

a. Current Situation

The framework for the Music Program is provided by the K-12 Music Education Program Guide published in June, 1979. There are four basic components in the elementary music program. These are: (1) listening to, (2) performing, (3) creating, and (4) reading music.

The secondary music program includes general music classes structured as a continuation of the musical experiences of the elementary school, and vocal and instrumental electives which may represent an outgrowth of earlier elementary school performances and an extension of general music classes, or be the beginning of serious music interest or performance.

Although the Music Program has a new K-12 Music Education Program Guide, additional effort is needed for an effective program. As a result of hearings, the Board of Education directed that the elementary music program be strengthened.

b. Proposed Approach

The proposed approach is to provide program directions for a balanced music program by developing curriculum materials and in-service training. The proposed approach involves emphasis on the elementary program.

1) Assumption and/or External Events

The teachers' backgrounds and interests are often the limiting factors in providing a variety of music experiences to students. Increasing the services to teachers by trained music personnel will provide broader experiences for the teachers and thereby affect the students' experiences.

2) Target Groups

Target groups include music teachers, music resource teachers, and district and state music education specialists.

3) Activities

Activities include: providing teachers with current materials and in-service training and providing students with musical materials and supplies according to their interests.

4) Indicators of Accomplishment

Indicators of accomplishment include the availability of a variety of musical experiences for students, and demonstrated competence on musical education items on the Competency-Based Measures.

5) Costs

The provision of musical materials and supplies will cost $2,704 in 1983-1985, $8,768 in 1985-1987, and $3,360 in 1987-1989.

c. Recommended Implementing Action

THAT THE DEPARTMENT OF EDUCATION EMPHASIZE THE ELEMENTARY MUSIC PROGRAM. THE TIME FRAME IS 1983-1989.

8. Literature

a. Current Situation

One of the five areas in the Language Arts Program is literature. Literature is defined on page 19 of the Language Arts Program Guide, K-12:

> "Literature is defined as an art which uses language to communicate ideas, experiences, and feelings through symbolic form. As an art it must be directly experienced. In the same way that a painting or sculpture must be directly experienced, stories and poems and plays must also be directly experienced...the writer, the work and the reader are essential components of this communicative art."

Thus, the term "literature" as used in the Language Arts Program, includes all of the literary arts such as poetry, playwriting, and performing. It should be noted that writing a play and performing it not only contribute toward the acquisition of basic skills; they also enhance personal development.

A need of the literature area of the Language Arts Program is for a framework which includes common standards and objectives at the school level. However, this does not mean that there are not excellent plans for specific areas such as the Hawaii English Program.

b. Proposed Approach

The proposed approach involves the development of a framework for literature which contains standards and objectives which will be used for instruction. This framework will be included in a comprehensive language arts guide.

1) Assumptions and/or External Events

The study of literature enhances personal development through developing appreciation for poetry, stories, and plays, and developing opportunities for creative expression.

2) Target Groups

The target groups for the Language Arts Program are language arts teachers and all students K-12.

The target groups for the planning effort are state and district educational specialists in language arts.

3) Activities

Activities include development of an integrated framework for literature.

4) Indicators of Accomplishment

Indicators of accomplishment include the completion of a framework for literature, and assessments which demonstrate student improvement on the performance expectations identified for literature.

5) Costs

Activities can be accommodated within the on-going budget.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION DEVELOP A LITERATURE FRAMEWORK. THE TIME FRAME IS 1983.

2) THAT THE DEPARTMENT OF EDUCATION CONDUCT IN-SERVICE TRAINING FOR THE IMPLEMENTATION OF INSTRUCTION IN LITERATURE. THE TIME FRAME IS 1983-1989.

9. Asian, European, and Pacific Languages

a. Current Situation

A framework for the Asian, European and Pacific Languages Program is provided by the Foreign Language Program Guide (the name has been changed due to the inclusion of Hawaiian, a non-foreign language). There are nine languages which are currently offered in the Hawaii Public Schools: Chinese (Mandarin), French, German, Hawaiian, Japanese, Latin, Russian, Spanish, and Tagalog. Hawaiian is also being introduced as a pilot program into selected elementary schools in addition to being offered at the secondary level. Added support for teaching the Hawaiian language was provided with the addition of Article X, Section 4 of the State Constitution mandating public schools to provide Hawaiian language instruction.

Appropriate guides are being developed along with other resource materials for currently available language courses. In addition, new courses are being developed in Ilokano, Korean, Samoan, and Vietnamese.

In order to enhance the language program, several problems require resolution. One problem is that due to various forms of attrition and scheduling conflicts, there is a pyramid effect of decreasing enrollments for more advanced courses which means that when funds are tight, teachers cannot be spared for advanced sections causing such adjustments as the students being enrolled in a lower section and the teacher teaching two courses in one. Another type of problem is that positions in languages are lost when enrollment declines lead to teacher transfers. A third problem exists in the age and utility of the language labs. The labs are a useful element in a discipline in which much practice

is needed. The labs, however, were installed as much as 13 years ago and many have equipment which need repair.

Peculiar to this program is the need of the teacher to associate periodically with the people from the culture and language being taught. The constant reinforcement that is needed cannot be gained effectively while immersed in a different culture. For example, an American would lose his effectiveness in teaching American culture after a prolonged absence from this country.

b. Proposed Approach

The proposed approach is to take advantage where possible of Hawaii's unique position as a meeting place of many cultures and languages to come up with some innovative solutions to the problems of the language program. For example, it has been suggested that in many instances people who speak the given language as a first language may be employed.

1) Assumptions and/or External Events

It is assumed that language studies will continue and increase in importance for Hawaii due to Hawaii's unique geographic location and growing international appeal to visitors, immigrants, and business.

Some mainland universities have recently added a two year language requirement to their entrance requirements - a trend that could result in increased students demands for language courses.

The President's Commission on Foreign Language and International Studies issued its report in November, 1979. The Commission recommended that the federal government take an interest in language studies.

2) Target Groups

Program improvement actions should be targeted to administrators, teachers, and to students who can benefit from the study of languages.

3) Activities

Activities include seeking creative solutions to the problems of this program through teacher in-service training and other approaches for improvement. Activities should also include keeping abreast of national and international developments relating to the program and being ready to make applications for any federal program that may develop.

4) Indicators of Accomplishment

One indicator of accomplishment is the number of enrollments in language courses. Other indicators of accomplishment would include the development of new teacher in-service programs and new analysis to support program improvement requests and applications.

5) Costs

Activities can be accommodated within the on-going budget.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION CONTINUE TO PURSUE A POLICY OF PROVIDING ADEQUATE LANGUAGE STUDIES PROGRAMS TO MEET STUDENT NEEDS. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION SEEK CREATIVE SOLUTIONS TO PROBLEMS OF TEACHER IN-SERVICE AND ADEQUATE COURSE OFFERINGS RELATING TO LANGUAGE STUDIES. THE TIME FRAME IS 1983-1989.

3) THAT THE DEPARTMENT OF EDUCATION KEEP ABREAST OF FUTURE DEVELOPMENTS ON THE NATIONAL AND INTERNATIONAL LEVEL RELATING TO LANGUAGE STUDIES AND BE PREPARED TO TAKE ADVANTAGE OF HAWAII'S UNIQUE POSITION AND STRENGTHS TO APPLY FOR APPROPRIATE PROGRAM ASSISTANCE AND DEVELOPMENT FUNDS. THE TIME FRAME IS 1983-1989.

10. Practical Arts

a. Current Situation

In order to cope effectively with technological development, the Practical Arts Education programs (Agricultural Arts, Business, Home Economics and Industrial Arts) provide secondary school students (boys and girls) with skills and knowledge for living with people and managing human and material resources that are present in our society. Through laboratories and demonstration centers, Practical Arts Education programs provide learning experiences which reinforce, extend, and demonstrate the more abstract learnings of the classroom to a "real" setting.

A comprehensive and integrated co-educational practical arts education course is being implemented in the intermediate schools. The Basic Practical Arts Education course is a unified program which combines content and activities from all four practical arts subject areas--Agriculture, Business, Home Economics, and Industrial Arts. It includes concepts common to all four areas as well as those unique and basic to each area. It is a part of the required foundation program for all students in grades 8 or 9. Heavy emphasis is placed on laboratory

(hands-on) activities which relate to the basic principles and concepts of the program. The Basic Practical Arts Education course is described in the Basic Practical Arts Course Guide published in July, 1976. By 1983, the Basic Practical Arts Education course will be required in all schools and of all students in grade 8 or 9.

The framework for the Special Interest Practical Arts Education program is provided by the Agricultural Arts Course Guide, Business Education Curriculum Guide, Home Economics Curriculum Guide for Hawaii, and Industrial Education Curriculum Guide. The Special Interest Practical Arts Education program provides opportunities to all high school students (grades 9 to 12) to continue further study of practical arts beyond the Basic Practical Arts Education program required at the intermediate school level. It builds, extends, and expands on the experiences developed by the basic program. It offers an in-depth elective program of Agriculture, Business, Home Economics, and Industrial Arts. The major emphases in the Special Interest Practical Arts Education program are:

Agricultural Arts - to help students attain the knowledge and skills of growing and caring for plants that will enable them to effectively utilize plants to create beauty in their surroundings as a leisure time activity and for self satisfaction. Major emphasis is on plant growth and development, plant utilization and conservation practices.

Business - to prepare the students to understand the business and economic environment in which they live and to acquire business skills that have personal-use values, especially in decision-making and problem-solving skills and responsibility to self and others.

Home Economics - to help students to identify and develop competencies in the areas of human development, management, family economics, housing, home furnishing, food and nutrition, clothing and textiles, and family health to enable them to function effectively as homemakers.

Industrial Arts - to help students to acquire the basic knowledge and skills of industry and the associated technology and to develop one's special interest and talents in the organization, materials, tools, processes, and products of industry. Energy conservation and energy alternatives are included in the program.

b. Proposed Approach

The proposed approach is to continue and expand through course design and careful selection of course names and descriptions, and to encourage the enrollment of both sexes in the practical arts courses.

1) Assumptions and/or External Events

The assumption is that the Practical Arts Education programs will continue to help the students to utilize their leisure time more effectively; manage their personal resources effectively and be a well-informed consumer of goods and services; develop competencies fundamental to effective home and family living; provide technical knowledge and skills to daily living.

The program will also bring about greater awareness and appreciation of Hawaii's environmental resources and consumer education programs to reduce energy waste and increase consumer awareness for the need to conserve energy.

2) Target Groups

The target groups for these recommendations include the Practical Arts Education Program, staff and secondary students who are potential enrollees.

3) Activities

Activities include designing and updating courses so that they meet the needs and interests of more students of both sexes.

4) Indicators of Accomplishment

A major indicator of accomplishment for the Practical Arts Education program is the percent of students (8-12) that demonstrate practical arts skills.

Instruments used to measure the accomplishments of each program area are as follows:

Agricultural Arts Performance Test
Cooperative Industrial Arts Test
Terminal Performance Test for Beginning Typewriting
General Business Achievement Test
Home Economics Home Project Report

Other indicators of accomplishment are the enrollment of both sexes in each of the practical arts courses in proportion to their percentages in the total enrollment; increase in enrollments in all practical arts.

5) Costs

The costs for providing the minimum electives Practical Arts Education programs in all secondary schools are an additional $133,184 in 1983-1985, $123,684 in 1985-1987, and $151,638 in 1987-1989.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION CONTINUE TO PURSUE THE POLICY OF FULLY IMPLEMENTING THE BASIC PRACTICAL ARTS EDUCATION PROGRAM AS A FOUNDATION PROGRAM FOR ALL STUDENTS IN GRADE 8 OR 9. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION CONTINUE ITS POLICY OF PROVIDING THE MINIMUM ELECTIVES PRACTICAL ARTS EDUCATION PROGRAMS IN ALL SECONDARY SCHOOLS. THE TIME FRAME IS 1983-1989.

3) THAT THE DEPARTMENT OF EDUCATION CONTINUE, THROUGH COURSE DESIGN AND CAREFUL SELECTION OF COURSE NAMES AND DESCRIPTIONS, TO ENCOURAGE ENROLLMENT OF BOTH SEXES IN ALL PRACTICAL ARTS EDUCATION COURSES. THE TIME FRAME IS 1983-1989.

11. Guidance

a. Current Situation

Guidance is viewed both as a process which helps students verify their learning experiences, and as a program consisting of services which aid students in their choice of personal values and life objectives. Although present practices vary from school to school, guidance processes and services are provided through: a) classroom guidance taught by regular teachers; b) guidance instruction such as separate courses of instruction; c) guidance services such as individual counseling, parent conferences and referrals to community services; and d) supplementary services such as providing alternative learning experiences and coordinating employment experiences.

Guidance services, and supplementary services were provided by 280 counselors in 1980-81. Statewide, the counselor-student ratio for the high schools and for the elementary schools are different. For the school year 1980-81 the high school ratio approximated 1:500 but the elementary school ratio approximated 1:780. If looked at school by school, data shows that the ratio may range from 1:400 to 1:1200 at either the high school or elementary school.

b. Proposed Approach

The proposed approach involves continuing the effort to improve the implementation of the State Plan for Comprehensive Guidance Program by providing for improved teacher knowledge. Such knowledge includes assisting students in their personal, social, educational and career development. Personal development includes helping students to learn about emotions, values, personal characteristics, and to cope with them in ways which promote self-control and independence. Social development includes establishing positive relationships with others and

developing an appreciation of people of various social, cultural, and ethnic backgrounds. Educational development includes understanding abilities and pursuing potentials through appropriate secondary and post-secondary education. Career development includes understanding vocational interests and personal characteristics in formulating realistic career plans. Knowledge could be provided by in-service training and technical assistance to principals and teachers. The approach also includes the recommendation to increase counseling services to students.

1) Assumptions and/or External Events

Societal problems have increased and have had an impact on the lives of children. These problems include increased drug and alcohol use, divorces, crimes and teen pregnancies.

2) Target Groups

Although the ultimate target group of any educational program is the students, program improvement actions are directed also to teachers, parents and eventually to the wider community.

3) Activities

Activities include providing more support services to teachers and parents, providing for increased teacher knowledge through in-service training which permits implementation of the State Plan for Comprehensive Guidance Program and providing more direct services to students.

4) Indicator of Accomplishment

The indicator of accomplishment is the increased satisfaction of counseling services reported by students, teachers and parents in the biennial Student Personnel Services Survey.

5) Costs

The cost for increasing counseling services would require an additional $1,201,152 in 1985-1987 and $2,812,131 in 1987-1989.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION CONTINUE ITS IMPLEMENTATION OF THE STATE PLAN FOR COMPREHENSIVE GUIDANCE PROGRAM WHICH EMPHASIZES PERSONAL, SOCIAL, EDUCATIONAL, AND CAREER DEVELOPMENT. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION INCREASE COUNSELING SERVICES. PARTICULAR EMPHASIS SHOULD BE AT THE ELEMENTARY AND INTERMEDIATE LEVELS. THE TIME FRAME IS 1983-1989.

3) THAT THE DEPARTMENT OF EDUCATION CONDUCT IN-SERVICE TRAINING TO ALL TEACHERS ON THE GUIDANCE PROGRAM. THE TIME FRAME IS 1983-1985.

4) THAT THE DEPARTMENT OF EDUCATION PROVIDE TECHNICAL ASSISTANCE TO TEACHERS, COUNSELORS AND ADMINISTRATORS IN PLANNING A COMPREHENSIVE GUIDANCE PROGRAM FOR EACH SCHOOL. THE TIME FRAME IS 1983-1985.

5) THAT THE DEPARTMENT OF EDUCATION COORDINATE THE USE OF THE RESOURCES OF COMMUNITY AGENCIES SUCH AS THE DEPARTMENT OF HEALTH AND CHILD AND FAMILY SERVICES, WHICH SUPPORT THE NEEDS OF CHILDREN. THE TIME FRAME IS 1983-1989.

CHAPTER IV

EMPLOYABILITY AND THE ECONOMY

Educational quality encompasses preparing students to find their places as productive members of the economic system. This constitutes assisting students, especially the disadvantaged, to meet job qualifications, allocating resources to high employment growth areas, and recognizing the major sources of income to Hawaii's economy.

Assisting students to meet job qualifications involves the commitment to provide equal educational opportunities to all children to the limit of, commensurate with, and appropriate to their capacities. This section emphasizes exit level skills which relate to employability for handicapped students, limited English proficiency students, educationally disadvantaged students, and alienated students. Additionally, the Department will promote programs and services for gifted and talented students.

Allocating resources to high employment growth areas involves continuing the Department's emphasis on career education and guidance services. This section advocates providing increased counseling services and establishing career resource centers to assist in emphasizing career education and guidance as well as to provide teachers and students with information on areas where high employment growth is expected.

Recognizing the major sources of income to Hawaii's economy involves informing students of the economic impacts of tourism, federal expenditures, and agriculture. This section advocates an emphasis on behaviors such as friendliness, courtesy, and tolerance which contribute to a precious and intangible social environment. Providing information on supervisory and managerial jobs which encourage upward mobility is stressed. Also covered is the improvement of agriculture education and the expansion of aquaculture education.

A. Assisting Individuals, Especially the Disadvantaged, to Meet Job Qualifications

1. Goals

This section addresses the following State policy and Advisory Committee concerns:

> Assist individuals, especially those who are disadvantaged in meeting job qualifications, through manpower and other related training opportunities. (Policy: Sec. 21, b(6), p. 33; The Hawaii State Plan)
>
> Study the problem of dropouts and potential dropouts. (Concern of the State Education Plan Advisory Committee)
>
> Provide equal educational opportunities. (Concern of the State Education Plan Advisory Committee)

Promote services to the gifted and talented. (Concern of the Board of Education)

2. Supporting Rationale

The concept of equal educational opportunity is accepted in Hawaii. Educational activities are based on the premise that all children are entitled to education to the limit of, commensurate with, and appropriate to their capacities. Equality of educational opportunity should prevail such that none is penalized by circumstances of nature or nurture.

Assisting the disadvantaged helps reduce the portion of Hawaii's people who are expected to receive State governmental assistance. This assistance includes welfare services, unemployment compensation, mental health services and vocational rehabilitation. Table 5 indicates the Department of Planning and Economic Development's projections of the number of public assistance case loads for the year 2000, based on the number of case loads in 1975. Equal educational opportunities which emphasize skills relating to employability contribute toward increasing the proportion of the population which is self-sufficient. It is the responsibility of both education and business to address these needs.

Providing equality of educational opportunity also includes meeting the needs of those students whose gifts and talents can best be nurtured by alternatives and additions to the regular programs. With the complexities and problems that face our society today, we cannot afford to let these valuable natural resources go undeveloped.

TABLE 5

NUMBER OF PUBLIC ASSISTANCE CASE LOADS
FOR YEAR 2000 PROJECTED FROM 1975 CASE LOADS

Year		State Population	Public Assistance	U.I. Claimants	Mental Health	Vocational Rehabilitation
1975	No.	864,900	105,172[1]	42,525[2]	5,278[3]	3,305[4]
	%		12.2%	4.9%	0.6%	0.4%
2000	No.	1,349,200	159,960	67,080	8,050	5,245
	%		11.9%	5.1%	0.6%	0.4%

[1]On Rolls July, 1975.

[2]Making valid claims FY 1974-1975.

[3]FY 1975-1976.

[4]Persons completing V.R., FY 1975-1976.

Source: Tables 43 and 44, p. 80-81, The Hawaii State Plan, "Socio- Cultural Advancement," Department of Planning and Economic Development, 1977. Based on the E-2 population projection, by age, assuming that the 1975 proportion of caseloads by age to total population would be the same for the year 2000.

3. Education of the Handicapped

a. Current Situation

The current approach provides educational diagnosis, special programs and services for: mental retardation, specific learning disabilities, hearing impairments, visual impairments, orthopedic and other health impairments, deaf-blind, speech impaired, serious emotional disturbances, multiple handicaps, and severe multiple handicaps. For the school year 1980-81, the total student count submitted under Public Laws 94-142 and 89-313 was 11,977. The cost per pupil for handicapped students is approximately 2 to 6 times that of regular students.

Current curriculum efforts follow the Foundation Program Objectives of the regular curriculum. Special education consists of programs and services designed to meet the particular educational needs of each handicapped student. Such programs and services take a variety of forms including direct instruction, assistance to teachers of the handicapped, provision for special equipment and instructional materials, and consultation with parents. The intent of special education for the handicapped is to supplement regular education programs by modifications or additions to regular education programs and to provide a range of experiences to meet the special learning needs of each handicapped child.

Special education services are provided in the most appropriate and least restricted setting possible, whether that setting be in a hospital, a state institution, a public school special class or a regular class. Further, written Individualized Education Programs are developed for each child through the joint efforts of the teacher, the principal, the parents or guardians and, where appropriate, with the individual child as well.

Career education in Hawaii is seen, not as a separate course of study, but as a basic concept woven into all educational experiences. A sequence of planned activities is integrated into the curriculum; activities are organized around career awareness, career exploration, and vocational preparation and placement.

Handicapped students may participate in the Introductions to Vocations Program and Occupational Skills Program depending on the severity of their handicap. These programs are made up of two parts: 1) instruction in basic academic areas and the world of work and 2) technical instruction in specific occupations by occupationally competent instructors. Additionally, students may participate in the State's Special Education-Vocational Rehabilitation Program.

b. Proposed Approach

The proposed approach includes adding where appropriate, employability components to Individualized Education Programs by developing performance expectations which focus on employability objectives for handicapped students. Such a curriculum approach would increase the handicapped students' functional and economic independence.

1) Assumptions and/or External Events

The assumption is that the State, individual, and parents would all benefit from handicapped students who achieved functional and economic independence. The humanitarian concern to provide comprehensive services to the handicapped which is reflected in Public Law 94-142 will continue; this law, which requires the availability of services for handicapped students to age 20 is expected to increase the number of students requiring employability objectives.

2) Target Group

The target group includes handicapped students with employability components in their Individualized Education Programs.

3) Activities

Activities include: a) convening committees composed of parents, potential employers, teachers and State and district office personnel to identify skills necessary for employment in various jobs; b) designing instructional strategies to assist each student to master the identified skills; c) to investigate follow-up activities which check to see how students fare after leaving school.

4) Indicator of Accomplishment

The major indicator of accomplishment is an increased proportion of handicapped students who have met the employability objectives stated in the Individualized Education Programs.

5) Costs

Activities can be accommodated within the on-going budget.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION EMPHASIZE FUNCTIONAL AND ECONOMIC INDEPENDENCE FOR HANDICAPPED STUDENTS IN SCHOOL. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION PROVIDE GUIDELINES FOR THE INCLUSION OF AN EMPLOYABILITY SKILLS COMPONENT IN SECONDARY STUDENTS' INDIVIDUALIZED EDUCATION PROGRAMS, AS APPROPRIATE. THE TIME FRAME IS 1983-1985.

3) THAT THE DEPARTMENT OF EDUCATION MONITOR THE INDIVIDUALIZED EDUCATION PROGRAMS TO DETERMINE IF ADDITIONAL PROGRAMS AND RESOURCES ARE NEEDED TO DEVELOP EMPLOYABILITY SKILLS. THE TIME FRAME IS 1983-1989.

4) THAT THE DEPARTMENT OF EDUCATION INCLUDE AS APPROPRIATE FOLLOW-UP ACTIVITIES IN PROGRAMS AND SERVICES TO DETERMINE THE PROPORTION OF HANDICAPPED STUDENTS WHO HAVE MET THE EMPLOYABILITY OBJECTIVES OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS. THE DEPARTMENT WILL COORDINATE WITH APPROPRIATE AGENCIES SUCH AS THE DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS AND THE DEPARTMENT OF SOCIAL SERVICES AND HOUSING. THE TIME FRAME IS 1983-1989.

5) THAT THE DEPARTMENT OF EDUCATION INVESTIGATE THE DEVELOPMENT OF A SYSTEM TO SEE HOW THESE HANDICAPPED STUDENTS FARE AFTER LEAVING SCHOOL. THE TIME FRAME IS 1987-1989.

4. Students with Limited English Proficiency

a. Current Situation

The proportion of students in Hawaii requiring assistance with English language skills stems primarily from the large number of immigrants moving into the state each year. In 1969, a program, "Teaching English to Speakers of Other Languages," was initiated to serve these students as well as students whose dominant language was not English, and whose lack of proficiency in the English language prevented them from functioning in the regular program of studies. The program is now called "Students of Limited English Proficiency" (SLEP). The projected number of students needing assistance for 1982-1983 is 6,652. The diversity of cultural backgrounds in Hawaii complicates the task as there are about 40 different languages and dialects represented in the target population.

A review of the programs undertaken as part of a federal grant application for financial assistance indicated that Hawaii is providing less than adequate services for its limited English proficiency students. To comply with federal guidelines: 1) bilingual instruction should be provided in the content areas; 2) bilingual instruction should be provided when there are more than 20 students with a native language other than English in one school; 3) instructional time for special language services should be increased; and 4) bilingual materials should be used.

b. Proposed Approach

The proposed approach involves implementation of the Program Plan for Students with Limited English Proficiency which attends to the

resolution of problems concerning adequate resources, adequate services, and follow-up activities. Moreover, mindful of the mandate of The Hawaii State Plan to focus on employability, the program plan emphasizes English proficiency for students graduating from high school. This emphasis is supported by a study of the Hawaii State Immigrant Services Center which identified communication skills as a key factor hindering immigrants from finding employment.

1) Assumptions and/or External Events

The major assumption is that English proficiency is necessary to function in American society. The demands for services for immigrant children and students whose major language is not English will continue throughout the Eighties.

2) Target Group

The target group includes students who come from a language background other than English and who require assistance in English proficiency, especially those nearing high school graduation.

3) Activities

Activities include identification and screening of students, evaluation of students, programming of students, in-servicing of personnel, and follow-up activities to monitor success.

4) Indicators of Accomplishment

The indicators include increasing the level of English proficiency among targeted students, and increasing the proportion of limited English speaking students leaving high school who are competent in English. Indicators also include an increase in the proportion of students who can enter into general education and who are proficient in English.

5) Costs

Costs associated with providing additional services to limited English speakers are calculated at approximately $3.9 million for 1984-1985.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION CONTINUE ITS EFFORTS TO PROVIDE SERVICES TO STUDENTS OF LIMITED ENGLISH PROFICIENCY. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION PROCURE MORE ACCURATE PROJECTIONS OF IMMIGRANTS. THE TIME FRAME IS 1987-1989.

3) THAT THE DEPARTMENT OF EDUCATION IMPLEMENT THE PROGRAM PLAN FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY. THE TIME FRAME IS 1983-1989.

4) THAT THE DEPARTMENT OF EDUCATION EMPHASIZE INTENSIVE PROGRAMS FOR LIMITED ENGLISH PROFICIENCY SECONDARY STUDENTS. THE TIME FRAME IS 1983-1987.

5. Educationally Disadvantaged Students

a. Current Situation

Educationally disadvantaged students are those students who perform below average on standardized tests, e.g., stanines 1-3 on the Stanford Achievement Test. This group consists of approximately 45,000 students. While there are several programs serving educationally disadvantaged students, those being served under Title I of the Elementary and Secondary Education Act constitute the largest group. By federal guidelines, only students attending schools which qualify on the basis of economic criteria as Title I schools can receive assistance from this program. Thus, the target group for Title I funds is smaller than the 45,000 statewide figure at approximately 25,367 students. Of these students, approximately 14,000 were served in 1978-1979. This represents about 31% of the statewide total, and 55% of those qualifying for Title I assistance.

Generally, Title I funds have focused on reading programs with 95% of the funds allocated there and 5% allocated to mathematics. In addition, most of the funds have been allocated to elementary and intermediate schools as shown in Table 6.

TABLE 6

STUDENT SURVEY BY TITLE I PROGRAMS
IN 1978-1979

Type of School	Per Cent of Funds Allocated to Types of Schools
High	14
Intermediate	23
Elementary	63
TOTAL	100

The major emphasis in Title I programs, then, has been assisting students to acquire basic skills in the lower grades. Basic skills have been rightfully considered a major ingredient of employability. Moreover, funds were allocated on the basis of greatest needs.

In addition to the federal programs focused upon disadvantaged students, about $4.9 million in State funds also support programs, such as the Pre-Industrial Preparation Program which is designed specifically to help underachieving disadvantaged students upgrade their academic skills. This includes about $1.3 million which reaches schools that do not qualify for Title I funds. However, of this $4.9 million, only about 14% is for high school level programs.

The Office of Manpower Planning within the Department of Labor administers or operates several programs to aid disadvantaged students in obtaining employment and occupational skills. These programs include the Youth Employment and Training Program which provides supplementary vocational education; the Youth Community Conservation and Improvement Program which provides supplemental alternate schooling; and the Title IV Summer Youth Employment Program. School counselors are used to help recruit students, and academic credit is awarded to students for participation in these programs.

b. Proposed Approach

The proposed approach emphasizes both basic skills and employment skills for high school students in eligible schools. This approach relates to the importance of preparing high school students for entry into the job market. Thus, Title I should emphasize programs for high school students. Further, this approach advocates that teachers who work with high school disadvantaged students in regular classes and in required and elective guidance classes emphasize employability skills. Employability skills include basic academic skills as well as being punctual, reporting to assignments consistently, developing enthusiasm for assignments, developing a sense of suitable and appropriate attire, understanding the requirements of jobs, getting along with others, following directions,being mentally alert, and being physically sound. Besides Title I, greater State level support should be sought to serve disadvantaged students in both basic skills and pre-industrial preparation.

The proposed approach also involves coordinating youth manpower training activities with other State agencies, such as the Office of Manpower Planning, and standardizing practices such as the amount of academic credit granted for participation in various youth training programs.

1) Assumptions and/or External Events

The major assumption is that the Department of Education's emphasis on basic skills and life role competencies together with competency-based measures and curriculum improvement will result in decreasing the number of educationally disadvantaged students in the early grades and thus permit Title I programs to concentrate on high school students. In addition, existing regular high school level courses provide a good mechanism for teaching employability skills.

It is expected that Federal interest in educationally disadvantaged high school students will increase in the coming decade.

2) Target Group

The target group includes all educationally disadvantaged students, especially students in high school.

3) Activities

Activities include identifying employability skills for 11th and 12th grade students and developing curriculum which assists students in job situations.

4) Indicator of Accomplishment

The major indicator of success is increasing the proportion of students successfully obtaining employment after high school who wish to do so.

5) Costs

The emphasis on high school basic skills programs would use State funds as appropriated and supplemental federal Title I funds allocated to Hawaii.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION EXPAND THE PRE-INDUSTRIAL PREPARATION PROGRAM TO SERVE MORE DISADVANTAGED STUDENTS. THE TIME FRAME IS 1983-1985.

2) THAT THE DEPARTMENT OF EDUCATION EMPHASIZE TITLE I BASIC SKILLS PROGRAMS FOR HIGH SCHOOL STUDENTS. THE TIME FRAME IS 1983-1989.

3) THAT THE DEPARTMENT OF EDUCATION PURSUE THE POLICY OF EMPHASIZING EMPLOYABILITY SKILLS FOR THE EDUCATIONALLY DISADVANTAGED STUDENTS, AS APPROPRIATE. THE TIME FRAME IS 1983-1989.

4) THAT THE DEPARTMENT OF EDUCATION PLAN FOLLOW-UP ACTIVITIES TO DETERMINE THE LEVEL OF SUCCESS OF THIS APPROACH FOR THE EDUCATIONALLY DISADVANTAGED STUDENTS. THE TIME FRAME IS 1983-1989.

5) THAT THE DEPARTMENT OF EDUCATION EVALUATE HIGH SCHOOL LEVEL PROGRAM NEEDS FOR EMPLOYABILITY SKILLS INSTRUCTION FOR THE EDUCATIONALLY DISADVANTAGED STUDENTS AND SEEK ADDITIONAL STATE FUNDING WHERE APPROPRIATE. THE TIME FRAME IS 1983-1985.

6) THAT THE DEPARTMENT OF EDUCATION COORDINATE ON-GOING YOUTH MANPOWER TRAINING ACTIVITIES WITH OTHER STATE AGENCIES, AND STANDARDIZE PRACTICES SUCH AS THE AMOUNT OF ACADEMIC CREDIT GRANTED FOR PARTICIPATION IN VARIOUS YOUTH TRAINING PROGRAMS FOR THE EDUCATIONALLY DISADVANTAGED STUDENTS. THE TIME FRAME IS 1983-1985.

6. Alienated Students

a. Current Situation

The Department of Education's criteria for identifying alienated students in the schools include numerous discipline problems, poor performance in schoolwork, and poor school attendance. Students are considered severely alienated when the foregoing criteria are manifested as well as extremely disruptive behavior, "detrimental to self, peers, and to the school."

Another facet of school alienation is school dropouts. The Department's definition of dropouts is more specific than the general use of the term because students drop in and out of school depending on the availability of alienation program counselors, the availability of programs, and family circumstances; moreover, the absence of a fully developed data system and insufficient teacher positions for instructional programs make it difficult to keep track of dropouts. It has been difficult to establish the prevalence rate of alienated students; consequently, it has been estimated to be between 4% to 12% of the student population. For the purposes of this Document, 4% will be used; thus, the target population is approximately 6,200 students of the average projected student enrollment of 155,000 for the period of 1981-1987. While conservative, the prevalence rate of 4% includes alienated students who most need instructional services. Planning based on this prevalence rate over the next eight years will permit data collection, reassessment of needs relative to compensatory and general education services, and expansion on an as needed basis rather than planning for a predetermined percent of alienated students.

Services for alienated students range from counseling, tutoring, work-study, special motivation classes, to alternative learning centers. In 1980 approximately 4,915 students of the target group of 6,200 students were served by counseling, tutoring, ard work-study experiences. Approximately 1,856 alienated students were served by special motivation classes and alternative learning centers. The total number of students served (6,771) exceeded the target group of 6,200 students because some students received more than one kind of service. Assessments point to a need to provide additional instructional services in special motivation classes and alternative learning centers.

b. Proposed Approach

The proposed approach would expand instructional services in special motivation classes and alternative learning centers. Alternative learning centers consist of in-school options and off-campus centers for severely alienated students. The instructional services in both settings are highly individualized, activity oriented, and varied. Arrangements may range from self-contained settings to resource-type settings to tutorial settings. This approach is expected to curb school dropouts by assisting students before they make the decision to leave school. This approach also would emphasize skills related to employability.

1) Assumptions and/or External Events

Conventional school programs, while beneficial to most students, may not meet the needs of severely alienated students. These students, if provided learning situations based on their needs and styles of learning, may be able to

achieve success. For students who might otherwise drop out of school, any gain might be seen as successful.

2) Target Group

The target group is students identified as alienated and who are now receiving instructional services designed for their needs.

3) Activities

Activities include identifying eligible students, making presentations of programs and resources to the Legislature, designing alternative settings, implementing alternative learning centers, and evaluating accomplishments.

4) Indicators of Accomplishment

a) At least 75% of the program students will not drop out of school by the end of the school year.

b) At least 75% of the program seniors (12th graders) will graduate by the end of the school year.

c) At least 10% of the program students will be recommended for mainstreaming or will have been mainstreamed by the end of the school year.

d) At least 60% of the program students will pass all of their program courses.

e) At least 70% of the program students will maintain program attendance rate of 70% or more.

f) At least 75% of the program students will show an improvement in social/emotional growth as indicated by "CSAP Social/Emotional Growing Rating Form."

5) Cost

The cost of providing 61 additional special motivation and alternative learning center teachers is $2,178,432 in 1983-1985.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION CONTINUE TO PROVIDE SERVICES SUCH AS COUNSELING, TUTORING, WORK-STUDY, SPECIAL MOTIVATION, AND ALTERNATIVE LEARNING CENTERS TO ALIENATED STUDENTS. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION INCREASE INSTRUCTIONAL SERVICES TO ALIENATED STUDENTS AND POTENTIAL DROPOUTS THROUGH SPECIAL MOTIVATION CLASSES AND ALTERNATIVE LEARNING CENTERS. THE TIME FRAME IS 1983-1985.

7. Gifted and Talented Students

a. Current Situation

The framework for services to gifted and talented students in Hawaii's public schools is A State Plan for Providing Appropriate Educational Opportunities for the Gifted and Talented published in September, 1977 by the Department of Education. The goal statement, on page 6, says:

> "The Department's goal is to individualize the education of the gifted and talented students in the public schools by providing a more flexible system wherein students who demonstrate superior achievement or who possess the potential for superior achievement, are provided with the encouragement and opportunities necessary for them to perform at a rate and level commensurate with their level of ability and achievement."

Services consist, therefore, of two main elements which are: first, identification of the gifted and talented or potentially gifted and talented students and second, providing them with individualized instruction. The means of providing for such individualized services are generally classified as acceleration or enrichment.

Acceleration is defined as those means for providing students with an instruction in a given area or subject earlier in the educational sequence than would be the case for the so-called average student. The aim is to bring the students' knowledge up to a level of their aptitude, followed by regular instruction at this level, with the possibility of future acceleration. The plan sets forth several methods for achieving this such as grade skipping or subject matter acceleration.

Enrichment is defined as any educational procedure beyond the usual ones for the subject or grade which does not accelerate the student's placement in grade or subject. It usually expands a course of study by increasing the variety of subjects as well as the depth of treatment, or students are expected to cover more than the normal amount of material for their grade level.

Identification efforts have been increasing with more schools beginning identification efforts since 1976. The number of students receiving direct services grew from approximately 1,000 in 1977-78 to approximately 2,000 in 1978-79. A recent study of students scoring in stanine 9 of the Stanford Achievement Tests

found that five percent of Hawaii's students have high ability. This would amount to approximately 8,400 students.

Other efforts have included providing in-service training to teachers and administrators. In 1977-78, 31 of the former 3-on-2 teachers taught in special enrichment projects for the gifted at the elementary school level. This number was increased to 163 in 1980-81. Because there is less flexibility in scheduling and programming at the intermediate grade levels than in high school grades, the greatest need currently is to provide more assistance to the intermediate schools in developing programming for the gifted and talented.

b. Proposed Approach

The proposed approach includes seeking systematic means of providing assistance in programming to all schools in the six areas of giftedness.

1) Assumptions and/or External Events

It is assumed that efforts to provide each student with education appropriate to student's potential will increasingly benefit both the students and society.

The federal government has shown an increasing interest in education for the gifted and talented through modest but increasing funds for program development efforts.

2) Target Groups

Target groups include teachers and administrators and those students who are gifted and talented or potentially gifted and talented in the six areas of giftedness.

3) Activities

Activities include identifying program needs and seeking additional resources to provide additional technical assistance to school level personnel and to provide services to the entire student target group.

4) Indicators of Accomplishment

Indicators of accomplishment include first, the proportion of schools demonstrating in their annual report that they have a gifted and talented program as defined in the Hawaii State Guidelines and Procedures for Gifted and Talented Education, and second, continued or increasing achievement on tests and other measures such as product and performance ratings for gifted and talented students in the areas of their gifts and talents.

5) Cost

The cost of providing increasing services to the schools in the identification and programming for the gifted and talented students will be $954,000 in 1983-1985.

c. Recommended Implementing Action

THAT THE DEPARTMENT OF EDUCATION PROVIDE INCREASING SYSTEMATIC SERVICES TO ALL SCHOOLS IN THE IDENTIFICATION AND PROGRAMMING FOR THE GIFTED AND TALENTED AND ENSURE CONTINUED SERVICES FOR THE GIFTED AND TALENTED SUCH AS SPECIAL ENRICHMENT PROJECTS. THE TIME FRAME IS 1983-1989.

B. Allocating Resources to High Employment Growth Areas

1. Goals

This section addresses the following State priority directions and Advisory Committee concerns:

Encourage the allocation of educational resources to career areas where high employment growth is expected. (Priority Direction: Sec. 103, j(2), p.44; The Hawaii State Plan)

Encourage more effective career counseling and guidance in high schools and post-secondary institutions to inform students of present and future career opportunities. (Priority Direction: Sec. 103, j(1), p.44; The Hawaii State Plan)

Deal with problems relating to career counseling of students in high school. (Concern of the State Education Plan Advisory Committee)

2. Supporting Rationale

The Hawaii State Plan's technical study on the economy points out that the years 1980-1990 appear troublesome and will require substantial employment growth. In particular, the years 1980-1985 may be characterized by high unemployment levels due to a large number of young workers entering the labor force while relatively few older workers leave it, and to an increasing number of women entering the labor force. These conditions make it necessary to allocate educational resources to provide more effective career education in high schools. Such counseling involves would-be job entrants, and students pursuing post-secondary training or education, of occupational areas which are likely to expand.

3. Current Situation

Guidance and Career Education efforts in the Department of Education are described in two documents: State Plan for Comprehensive Guidance Program (1975) and the State Plan for Career Education in Hawaii K-12 (1978).

Guidance. The goals of guidance include: a) personal development, b) social development, c) educational development, and d) career development. Guidance is viewed as a program which includes counseling as a component and a process which helps students verify their learning experiences. Counselors help to deliver the program goals by providing assistance to students, teachers and parents, coordinating resources and services in and outside of the school and by providing technical leadership and assistance in implementing other guidance services such as career guidance, the Foundation Guidance Program, student information and assessment, orientation and placement. Teachers help to deliver the program goals through classroom activities.

The employment picture for the 1980's requires special emphasis on career guidance in the high school guidance program. Currently career guidance services are provided by regular counselors in the high school while decreasing services to students with personal and social developmental needs because of insufficient staffing.

In the 1980 Student Personnel Services Survey, 35% of the students of grades 9-12 expressed a need for more career planning services and 66% of those students expressed a need for more counselors.

Career development may be defined as a process of individual growth towards self-identity and vocational maturity. Career development is acquiring knowledge and skills about occupations, career awareness, career exploration, goal setting, pre-service preparation and placement. "It is recognized that choosing a career or occupation is one of the most important decisions a person will ever make. A career decision not only significantly affects various aspects of an individual's life, but also vitally affects the community and its economy." (HB 1933-80)

Guidance services were provided by 114.5 high school counselors in 1980-81. The statewide ratio was approximately 1 counselor to 500 students. The scope of guidance and the large counselor-student ratio make it difficult for counselors to provide the quality of career planning services needed by students and strongly recommended by the business and labor communities.

Career Education. The scope of Career Education is also broad and comprehensive and includes: a) self-realization which assists students to understand the relationship among personal values, lifestyles and careers; b) social relationships which assist students to understand relationships; c) civic responsibility which assists students to understand the privileges and responsibilities of good citizenship; and d) economic efficiency which assists students to develop a

positive attitude toward work, to learn how to get a job, to develop marketable job skills, and to choose among post-secondary educational and training institutions.

Career Education is considered an instructional strategy designed to prepare students for the world of work. It facilitates the career development of individuals by helping them to acquire the knowledge, skills, and attitudes necessary to fulfill their career choices. It involves a collaborative partnership with the community in such activities as bringing speakers to schools, visiting businesses, and work-study arrangements. Career Education requires the cooperative efforts of administrators, counselors, and teachers in every subject area.

Career Education is implemented by varied approaches such as: a) blending or weaving goals and content into existing subject areas; b) including career education goals and content in required courses and elective courses; c) cooperating with businesses to give students on-the-job experiences; d) providing work-study arrangements in the form of part-time employment; and e) providing cooperative vocational education, which combines classroom job-related instruction and on-the-job training through part time employment. Career awareness needs to begin at the elementary level. More emphasis must be given to the need for teachers to provide guidance; important career education concepts can be taught in all subject areas.

A development in the career counseling of students is the advent of the computer-based Hawaii Career Information Delivery System called Career Kokua. This system began operation in December 1979, at two pilot sites, Leeward Community College and Waipahu High School. It is now in six schools. It makes the following kinds of information readily available to students:

- Occupational information (occupational duties; employment outlook; training, education, experience required; wage information)
- Financial aid information (type of aid; application deadline; eligibility; contacts for application)
- School and training information (programs of study; characteristics of the institution; admission requirements; tuition and fees)
- Miscellaneous career information (career contacts; other career resources; job opening summaries of jobs available at employment services offices; armed services occupational information)

Vocational Technical Education. This program offers courses in eight clusters of occupations: a) business occupations; b) personal/public service occupations; c) health occupations; d) food service occupations; e) electrical/electronics occupations; f) construction/civil technology occupations; g) mechanical occupations;

and h) technical graphics occupations. The program provides one aspect of career education and is aimed at motivating and enabling students to proceed purposefully in an occupational pursuit by increasing basic academic skills, by developing entry-level occupational skills, and by exploring occupational opportunities.

4. Proposed Approach

The proposed approach involves increasing the counseling services in each high school and establishing a career resource center in every secondary school. There are currently two career resource centers statewide. Such a career resource center would make career information readily available to teachers and students. For example, the Department of Labor's publication, Job Scene 1985, indicates that through 1985, clerical workers are expected to constitute 24.4% of the projected employment growth, service workers are expected to constitute 19.9% of the projected employment growth, professional and kindred workers are expected to constitute 16.2% of the projected employment growth, crafts and kindred workers are expected to constitute 13.8% of the projected employment growth, and managers and officials are expected to constitute 11% of the projected employment growth. The counselor would emphasize this type of information to teachers, students, and parents.

In addition to establishing a career resource center and distributing information, the counselor would be responsible for coordinating the activities among all career education participants. Such activities include in-service training in career education, and coordination to expand the school's partnership with business, industry, and organized labor. Moreover, counselors should provide students with information and encouragement on occupations which may have been traditionally occupied by one sex.

Evaluations disclosed that the computer-based Hawaii Career Information Delivery System should be expanded. The logical place for this system would be the career resource center of each secondary school. Career Kokua would strengthen the information base available to students for making career decisions.

a. Assumptions and/or External Events

The assumption is that the population projections and the employment growth projections are accurate.

b. Target Groups

Target groups include principals, teachers, counselors, students, and parents.

c. Activities

Activities include delineating the responsibilities of counselors and expanding their services, requesting funds for establishing career resource centers in secondary schools, providing career

education in-service training to school personnel, coordinating the activities of career education, and furthering the school's partnership with business, industry, and organized labor.

d. Indicators of Accomplishment

Indicators of Accomplishment include parents' and students' satisfaction with services. Also, the reactions of business and labor leaders should be monitored to determine if the proposed approach is helpful to the community.

e. Costs

The implementation of career resource centers will require additional funds of $350,000 in 1983-1985. The updating, improvement and expanding of the Vocational Technical Program will require additional funds of $351,500 in 1983-1985, $442,500 in 1985-1987, and $422,000 in 1987-1989.

5. Recommended Implementing Actions

a. THAT THE DEPARTMENT OF EDUCATION CONTINUE ITS POLICY OF EMPHASIZING CAREER EDUCATION, AND THAT THE DEPARTMENT OF EDUCATION'S COUNSELORS ENCOURAGE MORE EFFECTIVE CAREER COUNSELING BY COORDINATING IN-SERVICE TRAINING TO TEACHERS, COORDINATING THE ACTIVITIES OF CAREER EDUCATION, AND FURTHERING THE SCHOOL'S PARTNERSHIP WITH BUSINESS, INDUSTRY, AND ORGANIZED LABOR. THE TIME FRAME IS 1983-1989.

b. THAT THE DEPARTMENT OF EDUCATION ESTABLISH CAREER RESOURCE CENTERS IN THE SECONDARY SCHOOLS TO PROVIDE TEACHERS, PARENTS, AND STUDENTS WITH INFORMATION ON AREAS WHERE HIGH EMPLOYMENT GROWTH IS EXPECTED. THE TIME FRAME IS 1983-1985.

c. THAT THE DEPARTMENT OF EDUCATION'S VOCATIONAL TECHNICAL EDUCATION PROGRAM BE UPDATED, IMPROVED, AND EXPANDED IN PROJECTED HIGH EMPLOYMENT GROWTH AREAS. THE TIME FRAME IS 1983-1989.

C. Recognizing the Major Sources of Income to Hawaii's Economy

1. Goals

This section addresses the following policies of the Hawaii State Plan:

Recognize the importance and contributions of the major sources of income to Hawaii's economy. (Concern of the Board of Education)

Foster a recognition of the contributions of the visitor industry to Hawaii's economy and the need to perpetuate the aloha spirit. (Policy: Sec. 8, b(8), p.29; The Hawaii State Plan)

Provide opportunities for Hawaii's people to obtain job training and education that will allow for upward mobility within the visitor industry. (Policy: Sec. 8, b(7), p.29; The Hawaii State Plan)

Foster attitudes and activities conducive to maintaining agriculture as a major sector of Hawaii's economy. (Policy: Sec. 7, b(1), p.28; The Hawaii State Plan)

Increase the attractiveness and opportunities for agricultural education and livelihood. (Policy: Sec. 7, b(7), p.28; The Hawaii State Plan)

Expand vocational training programs in agriculture and aquaculture. (Priority Direction: Sec. 103, d(10), p.43; The Hawaii State Plan)

Encourage the formulation of marketing cooperatives to assist small scale producers, manufacturers, and distributors. (Policy: Sec. 6, b(7), p.28; The Hawaii State Plan)

2. Supporting Rationale

An additional survey conducted in 1977 for the Commission on Population and the Hawaiian Future, indicated that Hawaii residents are vitally concerned that there will be a sufficient number of jobs for residents in the future. There is a great concern particularly, that a large influx of new residents from the Mainland and foreign countries will make it difficult for Hawaii's people to support themselves in "their" economy. That economy depends on four mainstays: tourism, Federal military and civilian expenditures, sugar and pineapple.

It is therefore important for students to realize the contributions and significance of the main factors of Hawaii's economy, and for the Department of Education to focus job training and career guidance on areas where there will be a significant number of jobs.

Tourism is Hawaii's largest industry, with visitors spending an estimated $2.2 billion during 1978. Directly or indirectly, the visitor industry accounts for approximately one out of every five jobs in Hawaii. According to several studies, tourism is also predicted to continue to be the largest industry or at least a major factor in Hawaii's economy for the next ten years. The visitor industry thus is a targeted area on which to focus job training and career guidance, especially for supervisory and managerial jobs.

The second most important source of employment and income for Hawaii are Federal military and civilian expenditures. In 1978 this equalled $1.2 billion in military expenditures, and $1.3 billion in civilian expenditures. Projections for the future indicate that the level of military spending will remain constant if not increase slightly.

Sugar and pineapple exports contributed $442.6 million in income to Hawaii in 1978, making them the third and fourth largest income generators in the State, respectively. Diversified agriculture, which excludes sugar and pineapple, also appears promising, particularly for macadamia nuts, flowers, guava, nursery plants, papaya, passion fruit, and melons.

Aquaculture is a fledgling industry which has the potential of becoming a major industry in Hawaii, according to a State Department of Planning and Economic Development (DPED) assessment of statewide aquatic resources. This assessment led to a legislative appropriation to develop a comprehensive aquaculture program for Hawaii, and in 1978 the Department of Planning and Economic Development completed the Aquaculture Development Plan for Hawaii. In that Plan, the Department of Education was assigned the following task:

> To include the subject of aquaculture in vocational agriculture or marine science studies at the secondary educational level to begin in 1980.

3. Current Situation

Study of Hawaii's Economy. In the public schools, the economy of Hawaii is studied primarily in the Social Studies program. In grade 7, the course titled, "Hawaii: Our Cultural Heritage," contains a unit dealing with Hawaii's current social and cultural change, and the present economy. In grades 11-12, students are required to take a semester course titled, "Modern History of Hawaii," which contains a unit exploring the main sources of Hawaii's income. Objectives of the course include identifying and explaining the factors that largely determine the character of Hawaii's economy; identifying the problems, costs, and benefits of Hawaii's industries; and analyzing current economic issues.

Visitor Industry. The visitor industry is fragmented and diffuse. It embraces airlines, hotels, tour services, restaurants, labor organizations, and other support activities which run through the entire economy. Moreover, these economic activities serve residents as well as visitors.

Little work has been done to date to determine the social impacts of tourism on Hawaii. Recognizing this need, the 1979 Hawaii State Legislature allotted funds to design a scope of work of such a study. Even less research exists on the aloha spirit. One survey, "Determinants of the Aloha Spirit--A Study of Oahu Resident Attitudes Toward Tourists," was jointly sponsored by the School of Travel Industry Management and the Social Science Research Institute. Completed in early 1979, the project surveyed 710 Oahu Residents. One potentially alarming finding was that young people aged 15-25 seemed to have significantly more negative attitudes toward tourists than residents in other age brackets.

In general, students are not provided with specific information regarding the type of jobs and requirements of employers of the

visitor industry. Students, therefore, may be unable to take advantage of current job training and other educational opportunities leading to visitor industry occupations, especially those in the managerial and supervisory areas. In 1978, the State Tourism Study on Manpower compiled an inventory of available educational and training programs for the visitor industry. The inventory includes programs offered by community colleges and the University of Hawaii's Travel Industry Management School. This type of information appropriately belongs in the computer-based Hawaii Career Information Delivery System described in Section B of this chapter.

Study of Agriculture. At the secondary level, the Department of Education provides experiences in agriculture through the Practical Arts Education Program and the Vocational-Technical Education Program. The Practical Arts Education Program is required of all students in grades 8 or 9, and students can elect two or more courses from the following four areas: agriculture, business, home economics, and industrial arts. In fiscal year 1978-1979, total enrollment for each course, for students in grades 8 and 9 were as follows:

Agricultural Arts	1,069	Home Economics I	18,602
General Business	14,693	Industrial Arts I	23,182

(It should be noted that students are counted more than once since they enroll for more than one course. Total enrollment for students in grades 8 and 9 was over 27,000 in 1979.)

Students enrolled in the Vocational-Technical Education Program can choose between Option I, Agricultural Technology, and Option II, Ornamental Horticulture. Students in Agricultural Technology acquire the knowledge and the skills needed to prepare them to work with plants and animals for economic and ecological purposes. Students enrolled in Ornamental Horticulture develop entry level competencies to prepare them to engage in ornamental horticulture occupations.

During 1977-1978, only 2,400 or 4.5 percent of students in grades 9-12 elected to take some courses in agriculture in the Vocational-Technical Education Program. This is despite the expansion the Vocational-Technical Education Program for agriculture has undergone. In 1975, only 13 of the 38 secondary schools offered Options I or II. By 1978-1979, this was expanded to 25 of 38.

Study of Aquaculture. Training is aquaculture is currently limited to a single course offered as part of Agricultural Technology in the Vocational-Technical Education Program. It is a recent addition to the program, and through 1978, the only aquaculture experience available was a pilot project at Baldwin High School on Maui. Since January 1978, three additional pilot high schools were funded to develop instructional strategies and facilities for aquaculture. Facilities construction for two of the three schools were partially completed in August 1979. Consequently, aquaculture experiences are available to only a handful of secondary students at present.

Student Attitudes Toward Agriculture. Attitudes toward agriculturally-related work affect future enrollment for agriculture and aquaculture. The low percentage of students who elect to take courses in agriculture within both the Practical Arts Education Program and Vocational-Technical Education Program is a strong indication of the lack of interest in agriculture. This apparent lack of interest is also reflected in high school graduates. A 1978 survey of Hawaii's high school graduates found that less than one percent of the students responding to the survey intended to seek further training in agriculture.

To increase the attractiveness and opportunities for agricultural education and livelihood, steps must be taken to inform students of the benefits of agriculture. There is also a need to show students how to acquire land, how to procure funding for starting agricultural enterprises, and how to form marketing cooperatives.

4. Proposed Approach

The proposed approach is to continue to inform students of the economic contributions of tourism, Federal expenditures, and agriculture to Hawaii. Further, the Department will emphasize such behaviors as friendliness, courtesy, and tolerance toward all people; these behaviors contribute to a precious and intangible social environment which improves Hawaii's quality of life. This approach also includes providing students with information through career education regarding supervisory and managerial jobs and post-secondary training opportunities which allow upward mobility within the visitor industry.

It is also proposed that the Agriculture Education Program of the Department of Education be improved and expanded to include more programs for Aquaculture Education.

The attitude of students toward agriculture can be changed through the emphasis on agricultural technology such as hot houses with small acreage. Programs in diversified agriculture should focus on the potentials of such crops as cut flowers and foliage, nursery plants, macadamia nuts, and guava. Moreover, agriculturally related areas such as the formation of marketing cooperatives, sales, and distribution should receive greater emphasis.

Steps must be taken to include coordination with the Social Studies Program, the Environmental Education Program, and the Guidance and Counseling Program, to include instructional activities on the economic, environmental, and employment contributions of agriculture.

a. Assumptions and/or External Events

The assumption is that today's major sources of income to Hawaii will remain highly significant factors in the economy for the next ten years, and that diversified agriculture will begin to fulfill some of its potential. Further, that the results of research on aquaculture will be economically productive.

b. Target Groups

The target groups involve students, with emphasis on students at the secondary level. Additionally, agriculture teachers and the Agriculture Education Program are target groups.

c. Activities

Activities include: 1) updating the social studies curriculum to ensure current information on the economic contributions of tourism, Federal expenditures, and agriculture; 2) emphasizing behaviors such as courtesy and respect for all people; 3) providing students with career information which facilitates upward mobility in the tourist industry; 4) implementing more aquaculture programs in coordination with the Department of Planning and Economic Development and the College of Tropical Agriculture and Human Resources at the University of Hawaii; 5) disseminating information on the newly developing aquaculture industry in Hawaii to students, parents, teachers, and counselors; 6) proving in-service training for teachers who are to implement the aquaculture program; and 7) motivating students toward agriculture.

d. Indicators of Accomplishment

Indicators of accomplishment include survey results which indicate the presence of a friendly, courteous, tolerant social environment, data which show an increasing proportion of Hawaii's residents holding supervisory and managerial positions in the visitor industry, and increased enrollment in the Agriculture Education Program.

e. Costs

The improvement and expansion of the aquaculture program will require new facilities costing $270,000 in 1983-1985, $270,000 in 1985-1987, and $270,000 in 1987-1989.

The in-service training required to implement the aquaculture program will require $10,000 in 1983-1985, $10,000 in 1985-1987, and $10,000 in 1987-1989.

5. Recommended Implementing Actions

a. THAT THE DEPARTMENT OF EDUCATION CONTINUE TO INFORM STUDENTS OF THE COSTS AND BENEFITS OF TOURISM, FEDERAL MILITARY AND CIVILIAN EXPENDITURES, AND AGRICULTURE TO HAWAII'S ECONOMY. THE TIME FRAME IS 1983-1989.

b. THAT THE DEPARTMENT OF EDUCATION EMPHASIZE THE IMPORTANCE OF BEHAVIORS SUCH AS FRIENDLINESS, COURTESY, AND TOLERANCE TOWARD ALL PEOPLE. THE TIME FRAME IS 1983-1989.

c. THAT THE DEPARTMENT OF EDUCATION PROVIDE STUDENTS WITH INFORMATION REGARDING SUPERVISORY AND MANAGERIAL JOBS AND POST-SECONDARY TRAINING OPPORTUNITIES WHICH PERMIT UPWARD MOBILITY IN THE TOURIST INDUSTRY. THE TIME FRAME IS 1983-1989.

d. THAT THE DEPARTMENT OF EDUCATION TAKE STEPS TO IMPROVE AND EXPAND THE AQUACULTURE PROGRAM IN CORRESPONDENCE WITH RESEARCH FINDINGS. THE TIME FRAME IS 1983-1989.

e. THAT THE DEPARTMENT OF EDUCATION ARRANGE FOR IN-SERVICE TRAINING TO BE PROVIDED FOR TEACHERS TO IMPLEMENT THE AQUACULTURE PROGRAM. THE TIME FRAME IS 1983-1989.

f. THAT THE DEPARTMENT OF EDUCATION INFORM STUDENTS, PARENTS, TEACHERS, AND COUNSELORS OF THE NEWLY DEVELOPING AQUACULTURE INDUSTRY IN HAWAII AND ITS PROJECTED EMPLOYMENT POTENTIALS. THE TIME FRAME IS 1983-1989.

g. THAT THE DEPARTMENT OF EDUCATION TAKE STEPS TO CHANGE THE ATTITUDES OF STUDENTS TOWARDS AGRICULTURE TO MAKE THEM MORE POSITIVE. THAT THE DEPARTMENT PREPARE MATERIALS FOR SOCIAL STUDIES CLASSES AND ENVIRONMENTAL EDUCATION CLASSES WHICH INFORM STUDENTS OF THE ECONOMIC AND ENVIRONMENTAL CONTRIBUTIONS OF AGRICULTURE TO HAWAII. THE TIME FRAME IS 1983-1989.

h. THAT THE DEPARTMENT OF EDUCATION IMPROVE THE AGRICULTURE AND AQUACULTURE CURRICULA BY SEEKING THE ASSISTANCE OF THE DEPARTMENT OF AGRICULTURE AND THE UNIVERSITY OF HAWAII'S COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESOURCES ON TOPICS SUCH AS LOAN PROGRAMS, FORMATION OF COOPERATIVES, AND USE OF PESTICIDES. THE TIME FRAME IS 1983-1989.

CHAPTER V

SOCIAL AND NATURAL RESOURCES

Educational quality entails providing students with the competencies and knowledge to maximize the use of limited social and natural resources. This includes stimulating responsible participation in government, understanding Hawaii's cultural heritage, understanding Hawaii's capacities to accommodate population, conserving natural resources, and conserving energy.

The need for participation in government is based on the belief that students need knowledge and experiences to participate in improving Hawaii. This section advocates providing students with increased practical experiences in governmental participation.

Understanding Hawaii's cultural heritage involves eliminating the persistent notion that one's ethnic, or cultural heritage, or skin color is superior or inferior to others. It involves an acceptance and an appreciation of human beings who are different and yet the same. Further, it involves demonstrating that being a "Kamaaina" is like being a citizen of the world--it is not a matter of race or creed but a matter of the mind and heart. This section advocates capitalizing on experiences gained in projects such as the Hawaii Multicultural Awareness Pilot Project, the indigenous Hawaiian Studies Program, and Project RISE.

Understanding capacities to accommodate population means providing students with an understanding of Hawaii's capacities to accommodate population growth through the Health, Home Economics, Social Studies, and Environmental Education Programs.

Conserving natural resources involves having students examine issues relating to such resources as land, water, forests, beaches and plant and animal species. This section advocates continued development and implementation of the Environmental Education Program.

Conserving energy involves making students aware of and committed to wise energy use. Moreover, the Department should continue to implement proven energy saving practices in its daily operations and in the construction of new facilities.

A. Stimulating Responsible Participation in Government

1. Goal

The purpose of this section is to address the following policy of The Hawaii State Plan:

> Stimulate the responsibility in citizens to productively participate in government for a better Hawaii. (Policy: Sec. 27, b(5), p. 35; The Hawaii State Plan)

2. Supporting Rationale

Citizenship in a democratic society requires informed citizens dedicated to responsible action, and to basic American moral and ethical values of liberty, equality, justice, and the rule of law. An educational system can contribute to this need by providing young people with both the knowledge and experience to participate productively in democratic processes. This is especially important as young people today are increasingly called upon to participate in improving our institutions of government; furthermore they are given adult responsibilities at an earlier age than those of generations past.

Encouraging students to become active voters is a very important part of citizenship education. Data indicate Hawaii's statewide citizen elected participation rates are low. Table 7 presents data for 1976 and 1978 and shows the relatively low percentage of citizens voting in the general election. In 1978, only 50% of those eligible voted. Further, preliminary data from the 1978 voter registration revealed that the 18-19 year old age group on Oahu had by far the lowest registration and voter participation in the 1978 general election.

In summary, the role of the Department of Education is to instruct students on the importance of democratic participation, and to provide students with practical experiences in school, and to encourage them to vote.

TABLE 7

POPULATION BY VOTING AGE, REGISTERED VOTERS,
ELIGIBILITY TO VOTE, AND VOTES CAST: 1976-1978

CATEGORY	1976(a)	1978(b)
ESTIMATED RESIDENT POPULATION	886,600	896,700
PERSONS OF VOTING AGE	600,000	637,000
ELIGIBLE VOTERS	546,000	580,400
REGISTERED VOTERS	363,045	395,262
Percent of Eligible Voters	66.49	68.15
VOTES CAST IN GENERAL ELECTIONS	309,025	292,690
Percent of Resident Population	34.86	32.64
Percent of Voting Age Persons	51.50	45.95
Percent of Eligible Voters	56.60	50.43
Percent of Registered Voters	85.12	74.04

(a) Information under 1976 was obtained from the State Data Book, 1976, Table 185, page 179; and the Votes Cast Books, 1976, page 4; except the figure on Resident Population which was extracted from the State Data Book, 1977, Table 3, page 12.

(b) Information under 1978 was obtained from the State Data Book, 1978, Table 3, page 12 and Table 234, page 219; and the Votes Cast Book, 1978, page 7; except the figure on Aliens of Voting Age (preliminary data), and the figure on Institutionalized Persons (preliminary data).

Source: Draft Edition of Voter Registration Program Statistics, 1976-1978. (Office of the Lieutenant Governor, State of Hawaii).

3. Social Studies and Other Coursework

a. Current Situation

There are courses which address citizenship participation in both the public schools and in the adult education program.

The Social Studies Program consists of one year of study every year in grades K-12. At the secondary level, classroom

instruction time for social studies, includes citizenship in a required tenth grade course titled, "United States History and Government" and an elective course titled, "Political Processes."

The Elementary Social Studies Program Guide and The Secondary Social Studies Program Guide are designed to provide direction for teachers and administrators in the development of school-level social studies programs and their effective implementation. Together they represent a framework for the social studies curriculum and its primary contribution to the total education of the student. Using this framework, appropriate objectives can be developed for social studies programs. Resource guides are also available which are useful in the selection of instructional/resource materials and learning experiences/activities for a given range of students.

The Citizenship Education Instructional Materials/Resources Guide was designed to aid those who teach a unit on citizenship education within the context of the American democratic society. It is comprehensive in scope and can provide the content and organization for a semester course. Or it can be used to teach a unit of U.S. History or government. If a school administrator determines that citizenship education should be offered as an elective course in social studies, this publication provides a useful framework.

Adult Education offers a number of courses in the areas of naturalization training and civic training. The naturalization training category consists of a 40-hour tuition-free term course which prepares an immigrant to pass an oral examination given by the United States Immigration and Naturalization Services to qualify the immigrant for citizenship. As a minimum language requirement, the immigrant is expected to attain a third or fourth grade level of ability to read, write and speak the English language. The civic training category consists of classes, lectures, and/or discussion groups concerning basic knowledge of American history, government, the Constitution, and the rights and responsibilities of citizens.

b. Proposed Approach

The proposed approach is to increase the emphasis on citizenship and values education through the social studies curriculum. It would also provide more direct and active experiences and roles in school, community, state, national, and even international activities and affairs. Increased coordination with student activities coordinators is an integral part of this approach.

1) Assumptions and/or External Events

Americans have steadfastly maintained the ideal that the individual can participate effectively in the democratic process only in the context of a system of laws, and that whatever changes are made must be within this framework of

laws. The basic principles that pertain to these changes must be understood if the United States is to survive as a democratic nation. Thus, understanding the underlying principles of law in a democratic society, and their applications, are essential components to prepare students for constructive participation in a changing society.

2) Target Groups

The target groups for this approach are all students and teachers of the public education system and the adults and teachers participating in citizenship education within the Adult Education Program.

3) Activities

Activities include further distribution of materials and resources on citizenship education to the public schools; and increase in the number and type of practical experiences for students in social studies, such as taking field trips to the State Legislature to see it in action, using voting machines for student and mock national elections beginning in the elementary schools, participating in government by giving testimony at legislative hearings on energy, sports, and other subjects of interest to students, and observation of election counting done by the League of Women Voters at union elections; expanding the number and type of practical experiences for adults in the Adult Education Program, such as the use of voting machines; coordination among teachers and student activities coordinators; and, where appropriate, in-service workshops for teachers to apprise them of opportunities for field experiences for students.

4) Indicators of Accomplishment

The major indications of accomplishment are that the Social Studies Program and the Adult Education Program will both increase first-hand experiences for students in activities related to participation in government, and that there is better coordination between social studies coursework and related student activities in the schools.

5) Costs

Activities can be accommodated within the on-going budget.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION ENSURE THAT EVERY SCHOOL IS AWARE OF APPROPRIATE MATERIALS AND RESOURCES IN THE AREAS OF CITIZENSHIP AND VALUES. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION ENCOURAGE COORDINATION BETWEEN THE K-12 SOCIAL STUDIES AND THE STUDENT ACTIVITIES PROGRAMS TO EXPAND THE PRACTICAL EXPERIENCES COMPONENT OF THE CURRICULA AND TO PROVIDE STUDENTS WITH MORE FIRST-HAND EXPERIENCES. STUDENTS SHOULD BE ENCOURAGED TO UNDERTAKE AND PARTICIPATE IN CIVIC, COMMUNITY, SCHOOL OR OTHER CITIZENSHIP RELATED ACTIVITIES, AND TO BE INVOLVED IN FIELD VISITS TO LEGISLATIVE BODIES. THE TIME FRAME IS 1983-1985.

3) THAT THE DEPARTMENT OF EDUCATION'S ADULT EDUCATION PROGRAM INCORPORATE MORE PRACTICAL, FIRST-HAND EXPERIENCES INTO COURSES DEALING WITH CITIZENSHIP AND VALUES EDUCATION. THE TIME FRAME IS 1983-1989.

4) THAT THE DEPARTMENT OF EDUCATION ENCOURAGE INCREASED COORDINATION AND COMMUNICATION BETWEEN TEACHERS AND STUDENT ACTIVITIES COORDINATORS AT THE SCHOOLS IN DEVELOPING EXPERIENCES FOR STUDENTS THAT CONTRIBUTE TO THEIR CITIZENSHIP. THE TIME FRAME IS 1983-1989.

5) THAT THE DEPARTMENT OF EDUCATION CONTINUE TO PROVIDE, WHEN APPROPRIATE, IN-SERVICE WORKSHOPS FOR SOCIAL STUDIES TEACHERS, STUDENT ACTIVITIES COORDINATORS AND OTHER FACULTY WITH RESPONSIBILITIES IN CITIZENSHIP EDUCATION, TO INFORM THEM OF OUTSIDE EXPERIENCES AVAILABLE FOR STUDENT PARTICIPATION. THE TIME FRAME IS 1983-1989.

6) THAT THE DEPARTMENT OF EDUCATION COORDINATE WITH COUNTY GOVERNMENTS TO MAKE PROVISIONS FOR STUDENT PARTICIPATION. THE TIME FRAME IS 1983-1985.

4. Student Activities

a. Current Situation

The Student Activities Program is that portion of the curriculum which is outside the regular, formal class schedule. It is designed to provide learning experiences which meet individual needs and develop desirable skills and attitudes in less formal settings. The program complements, extends and reinforces the academic program by providing a laboratory where acquired knowledge and skills can be applied. Student activities complement, broaden, and reinforce, or give new emphasis to student learnings.

The early history of American education indicates that student activities had little or no place in the curriculum. Education was characterized by teacher-centered classwork in academic subjects. However, as school enrollment increased and therefore resulted in a diversity of student needs and interests, some sports and games came to be accepted in school, if conducted during non-school hours. From this experience there grew a recognition and acceptance of student activities as an essential part of the school program. Educators recognized the value of

students engaging in non-classroom activities that served as practical experiences for extending and practicing the classroom learnings. For example, athletics was accepted not only for its recreational and physical values but for its inherent educational values, such as teaching good sportsmanship, principles of group play, and citizenship education.

Gradually, more and more activities were identified as student activities, until today, the generic term--student activities--is used to include any activity outside of the formal classroom situation.

In Hawaii, and nationally, the interest and enthusiasm for the student activities program underwent a revolutionary revival in the late 1960's. It was at this time that The Master Plan for Public Education (1969) and The Foundation Program for the Public Schools of Hawaii (1970) affirmed the DOE's position that student activities are an integral part of the school curriculum (K-12). Student involvement has since increased through legislative commitment on a limited basis using state funds for student activities of the State/District Student Councils, the Intramural Program, the Athletics Program, and for Student Travel for the Legislative Experience and Awards Program. However, much more needs to be done on a school-by-school basis to insure an effective program for every student. For example, the full implementation of Title IX, Educational Amendments of 1972 is needed to assure girls of equal opportunities.

The Student Activities Guide is available and prepared for administrators, teachers, advisors and students who are involved in carrying out a school student activities program. The State Legislature has appropriated approximately $250,000 for 38 half-time student activities coordinator positions for 1980-1981. The School Elections Program is available to all schools throughout the State of Hawaii. This program, provided by the Voter Education Section of the Office of the Lieutenant Governor, in cooperation with the county clerks of the State of Hawaii, provides students a unique opportunity to participate in an election using real ballots and election equipment, before they reach voting age. It attempts to encourage students to become active voters in the future. Several types of elections might use the School Elections Program, such as Student Government or class elections, mock State or Federal Elections, elections of cheerleaders or May Day Courts, or voting on school rules.

b. Proposed Approach

The proposed approach focuses on the linkage of academic training with practical experience in citizenship activities through improvements in the Student Activities Program.

1) Assumptions and/or External Events

Citizens need to understand and know the law in order to use their legal and political systems as a means to maintain their rights and secure change. Effective political and legal action depend upon first-hand experience gained by participating and using those democratic processes. Student activities, such as student governments, provide students with a laboratory for learning appropriate and effective ways of engaging in political activity.

2) Target Groups

The target groups directly involved are the public school student population, grades K-12, social studies teachers and student activities coordinators.

3) Activities

Activities will include the development of a school level student activities program plan; the conduct of a School Elections Program provided by the Voter Education Section of the Office of the Lieutenant Governor; coordination between social studies teachers and student activities coordinators and other staff involved in linking the academic side of citizenship education with first-hand experience.

4) Indicators of Accomplishment

Indicators of accomplishment include the existence of school level student activities program plans, emphasizing citizenship activities; increased use of the School Elections Program; and regularly scheduled meetings to coordinate among those staff involved with citizenship education and activities.

5) Costs

The costs for improving the student activities program will be $339,742 in 1983-1985, $536,592 in 1985-1987, and $745,392 in 1987-1989.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION ENCOURAGE EVERY SCHOOL TO DEVELOP AND IMPLEMENT A STUDENT ACTIVITIES PLAN WITH AN EMPHASIS ON CITIZENSHIP. THE STUDENT ACTIVITIES COORDINATOR SHOULD SEEK TO ENCOURAGE GREATER STUDENT PARTICIPATION AND TO PROVIDE STUDENTS WITH PRACTICAL, FIRST-HAND EXPERIENCES, SUCH AS THE ORGANIZATION OF A STUDENT COUNCIL. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION FURTHER SUPPORT AND ENCOURAGE THE USE OF THE SCHOOL ELECTIONS PROGRAM PROVIDED BY THE VOTER EDUCATION SECTION OF THE OFFICE OF THE LIEUTENANT GOVERNOR. THE TIME FRAME IS 1983-1989.

3) THAT THE DEPARTMENT OF EDUCATION ENCOURAGE REGULAR MEETINGS BETWEEN SOCIAL STUDIES TEACHERS AND STAFF COORDINATING STUDENT ACTIVITIES TO FACILITATE ACTIVE LINKAGE BETWEEN ACADEMIC CITIZENSHIP EDUCATION AND PRACTICAL, FIRST-HAND EXPERIENCES. THE TIME FRAME IS 1983-1989.

B. Understanding Hawaii's Cultural Heritage

1. Goals

The purpose of this section is to address the following policies of The Hawaii State Plan and concerns of the Advisory Committee:

Increase the ability of education to promote an understanding of Hawaii's cultural heritage. (Policy: Sec. 21, b(3), p. 33; The Hawaii State Plan)

Foster and preserve Hawaii's multicultural heritage through supportive programs and activities. (Policy: Sec. 23, b(1), p. 34; The Hawaii State Plan)

Foster increased knowledge and understanding of Hawaii's ethnic and cultural heritages and the history of Hawaii. (Policy: Sec. 25, b(1), p. 34; The Hawaii State Plan)

Support activities and conditions that promote cultural values, customs, and arts that enrich the life styles of Hawaii's people. (Policy: Sec. 25, b(2), p.34; The Hawaii State Plan)

Encourage the essence of the aloha spirit in people's daily activities. (Policy: Sec 25, b(4), p. 34; The Hawaii State Plan)

Provide educators with an understanding of the ethnic backgrounds of students. (Concern of the State Education Plan Advisory Committee)

2. Supporting Rationale

As a state, Hawaii represents an unusually diverse ethnic population. Table 8 presents the ethnic distribution of the population, and indicates that there is no ethnic majority in the state. About 67% of the general population is classified as a minority groups, and this proportion is even higher in the schools.

TABLE 8

ETHNIC DISTRIBUTION OF HAWAII'S POPULATION IN PUBLIC SCHOOLS, K-12[1]

Group	Total Number in Population	Percent of Population	Percent of[2] Population in School	Number of Students in School	Percent of[3] Total School Population
All Groups	862,084	100.0	19.3	167,128	100.0
Caucasian	226,180	26.2	4.9	42,282[4]	25.3
Japanese	216,964	25.2	3.8	32,454	19.4
Chinese	35,939	4.2	0.7	6,527	3.9
Filipino	83,862	9.7	3.6	30,617	18.3
Hawaiian & Part-Hawaiian	170,001[5]	19.8	3.9	33,248	19.9
Korean	9,633	1.1	0.3	3,083	1.9
Negro	9,078	1.1	0.2	2,249[6]	1.4
Puerto Rican	5,469	0.6	0.4	3,382[7]	2.0
Samoan	8,034	0.9	0.6	5,174	3.1
Other unmixed or unknown	96,925[8]	11.2	0.9	8,112[9]	4.8

1 Sources: The non-school ethnic information is taken from The State of Hawaii Data Book, 1979, Table 11, p. 28. The ethnic information for the K-12 public schools in Hawaii was provided by the Management Audit and Civil Rights Branch of the State Department of Education, March 1980.

2 These percentages were obtained by dividing the number of students in each category by the total population, 862,084. For example the 42,282 Caucasians in grades K-12 represents 4.9% of the total population of Hawaii.

3 These percentages were obtained by dividing the number of students in a category by the total K-12 public school population of 167,128. For example, 42,282 Caucasians (42,282 -- 167,128) x 100 = 25.3%) is 25.3% of the total school enrollment.

[4] Ethnic categories for the State Data Book and the DOE's Management Audit and Civil Rights Branch are not congruent. The DOE uses the term "White" and lists "Portuguese" separately. Of the 42,282 -- 7,252 are Portuguese.

[5] The categories "Hawaiian" and "Part-Hawaiian" were combined. 8,526 Hawaiians + 161,475 Part-Hawaiians yield 170,001.

[6] The DOE uses the term "Black" instead of "Negro".

[7] The DOE combines "Spanish" with "Puerto Rican".

[8] A State Data Book category--"Non Hawaiian," totaling 88,185, was added to 8,740 "Other unmixed or unknown"to yield 96,925.

[9] 406 American Indians and 722 Indo-Chinese were added to 6,984 "Other" to yield 8,112.

Acceptance and appreciation of ethnic differences contribute to the quality of life in the state by enabling attention to the needs of different ethnic groups, by encouraging a feeling of community among ethnic groups, and by providing the basis for the "aloha spirit" which characterizes the state. A simple definition of the aloha spirit involves graciousness, friendliness and courtesy; a more complex definition involves the deeper feeling of community (ohana) that derives from a fundamental acceptance and appreciation of differences among peoples which leads to cooperation and sharing. The schools, by providing an environment where students and staff can learn to accept and appreciate ethnic diversity, are a key factor in developing attitudes that will benefit the entire population.

3. Training for Teachers in Multicultural Education

a. Current Situation

At the present time the Department of Education provides several types of in-service training programs for teachers of multicultural courses. A significant number are aimed at, and attended by, staff who work with students in the Student of Limited English Proficiency Program. In addition, several summer courses are offered at the University of Hawaii and in-service training is provided for about 50 to 60 teachers per year. Training is also provided through the Emergency School Aid Act, to approximately 125 persons. Through cooperation with the University, the Kamehameha Schools, the Pacific and Asian Affairs Council and other local organizations, the number of workshops and training sessions that can be offered have been further augmented.

A review of 1978-79 data indicates that 700 attended the various workshops and seminars. Numbers vary from year to year, but are known to increase as the activities are designed to meet the needs of teachers and schools.

b. Proposed Approach

The proposed approach focuses both on pre-service and in-service training for teachers. The University of Hawaii's College of Education is currently developing a pre-service program for teachers. An in-service program to provide teachers with knowledge and experience in handling multicultural situations in educational settings should be further extended for participation by more teachers than currently is the case.

1) Assumptions and/or External Events

The Department of Education and the teaching staff represent a significant mechanism for influencing the behaviors and attitudes of the students. If harmony and cooperation among ethnic groups is to be enhanced, then the Department must reaffirm its commitment to multicultural education. Teachers must be provided with knowledge and materials to understand the ethnic backgrounds of their students.

While research provides contradictory evidence, significant steps have been made during the past decade to improve multicultural sensitivity training. Research on attitude and behavior change indicates that it is possible to design creative and effective training programs for the understanding of ethnic and cultural differences.

2) Target Groups

The primary target group is the current teaching staff. A second target group involves college students training to be educators.

3) Activities

Activities would include both in-service training programs, consisting of workshops or other short-term activities, and pre-service training as a part of the curriculum required of students at higher education institutions.

4) Indicators of Accomplishment

Indicators of success would be improved classroom experiences for teachers, and therefore, improved experiences for students. Here we mean an improvement in the level of teacher effectiveness, specifically in their ability to reach students who might otherwise have not participated as fully in classroom activities.

5) Costs

Costs for in-service training are reflected in the budgets of the programs being serviced.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION CONTINUE ITS EMPHASIS ON MULTICULTURAL EDUCATION. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION CONTINUE TO COORDINATE WITH THE COLLEGE OF EDUCATION OF THE UNIVERSITY OF HAWAII TO IMPLEMENT IN-SERVICE TRAINING PROGRAMS IN MULTICULTURAL AWARENESS FOR TEACHERS. THE TIME FRAME IS 1983-1989.

3) THAT THE DEPARTMENT OF EDUCATION, IN CONJUNCTION WITH THE TEACHER EDUCATION COORDINATING COMMITTEE, ENCOURAGE THE COLLEGE OF EDUCATION, UNIVERSITY OF HAWAII, TO INCORPORATE A STRONGER COMPONENT OF TRAINING IN MULTICULTURAL AWARENESS FOR TEACHERS AS PART OF REVISIONS TO THE CORE PRE-SERVICE EDUCATIONAL CURRICULUM. THE TIME FRAME IS 1983-1985.

4) THAT THE DEPARTMENT OF EDUCATION CONTINUE TO IMPROVE THE COORDINATION OF AND PUBLICITY OF IN-SERVICE TRAINING FOR MULTICULTURAL AWARENESS. THE TIME FRAME IS 1983-1989.

4. Multicultural Education and the Indigenous Hawaiian Studies Program

a. Current Situation

At present, programs related to teaching students about Hawaii's multicultural heritage are principally addressed through courses of instruction in Language Arts, Social Studies, Music, Home Economics and Art. In addition, several federally-funded projects contribute to this area.

In the context of multicultural education, social studies, as a required course of study for all students, lays the background and foundation for developing multicultural understanding. Students learn the historical and cultural development of Hawaii which illustrates the multicultural nature of their communities. Similarly, students learn about patterns of historical growth and development of both American and world nations. A number of courses are offered including Asian, European, and Pacific languages which deal with aspects of specific cultures.

The indigenous Hawaiian Studies Program promotes the study of Hawaiian culture, history and language--emphasized by the 1978 Constitutional Convention (Article X, Section 4). The program is designed to increase knowledge and understanding, and to improve students' self-concept through their appreciation of a specific culture. The K-12 Program with particular emphasis at grades K-6, includes a variety of enrichment activities designed to teach students about the historical and cultural development of Hawaii, the influence of modern events and technology on Hawaii, and the language of the Hawaiian people. Developmental efforts have included the identification of a scope and sequence of objectives for Hawaiian Studies, grades K-12 within a program guide, the production of curriculum plans and materials, in-service training activities for classroom teachers, and the availability of native speakers, called Kupunas.

In addition, in collaboration with the Curriculum Research and Development Group, University of Hawaii, a pilot project in multicultural education was undertaken--the Hawaii Multicultural Awareness Project. The objective of the project was to have a complete set of multicultural instructional materials ready for publication and installation in Hawaii's schools. The project incorporated five different levels of learning objectives involving students, bilingual students, teachers and teacher materials, institutional awareness, and parents, families and communities. The materials have been developed and validated, but funds have not been available for printing materials in quantity for distribution.

b. Proposed Approach

The proposed approach would capitalize upon the experiences and outcomes gained through the pilot project and would fully implement project results in grades 4-7. Programs have been

designed so that they can easily be included in the regular school curriculum, these include major multicultural components for the social studies program, grades 4-6, 7-8 and 11-12.

1) Assumptions and/or External Events

The Department of Education must continue to expand its commitment to multicultural education if it is to enhance harmony and cooperation among ethnic groups in the State. The outcomes from the pilot project will provide a sound basis for implementing expanded programs in the school.

Beginning with the early days of the Civil Rights movements, 30 years ago, there has been an increasing level of sensitivity to and pride taken in ethnic identity. Following the Black movement, other minority groups within America have taken steps to assure that the particular contributions of their cultures will not be overwhelmed in the process of Americanizing their way of life. This trend is particularly relevant for Hawaii, as successive groups of immigrants come to terms with the problem of adjusting to being an "American" while attempting to maintain the values and heritage of their original culture, just as native Hawaiians seek to maintain their culture in a rapidly changing social context.

2) Target Groups

The target groups are the students and teachers in grades K through 12 for whom materials and services have been developed and improved.

3) Activities

Activities include the expansion and strengthening of on-going programs, the reproduction of teaching materials, the training of teachers in the use of new materials, dissemination of materials to schools, and an evaluation of the program after several years of use to determine areas for further improvement.

4) Indicators of Accomplishment

These include the level of student performance on various criterion referenced tests; the improved quality of materials for instruction and an expanded pool of materials from which to select. New requests by schools to implement multicultural programs will be considered an indicator of success, as will parent interviews regarding the use of materials in schools, and positive changes in student attitudes.

5) Costs

Costs for printing Multicultural Awareness materials will be $248,000 in 1983-1985 and $189,000 in 1985-1987. The

approximate cost for the indigenous Hawaiian Studies Program will be $288,132 in 1983-1985, $942,254 in 1985-1987, and $1,632,718 in 1987-1989.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION CONTINUE ITS COMMITMENT TO MULTICULTURAL EDUCATION BY ENCOURAGING IMPLEMENTATION OF THE PROGRAM DEVELOPED THROUGH THE HAWAII MULTICULTURAL AWARENESS PILOT PROJECT AS WELL AS OTHER APPROPRIATE ACTIVITIES AND MATERIALS. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION COMMIT ITSELF TO FULL IMPLEMENTATION OF THE INDIGENOUS HAWAIIAN STUDIES PROGRAM. THE TIME FRAME IS 1983-1989.

C. Understanding Capacities to Accomodate Population

1. Goals

The purpose of this section is to address the following policy and priority direction of the Hawaii State Plan:

Foster an understanding of Hawaii's capacities to accomodate population needs. (Policy: Sec. 5, b(6), p.27; The Hawaii State Plan)

Encourage continued low birth rate among Hawaii's population. (Priority Direction: Sec. 104, a(5), p.45; The Hawaii State Plan)

2. Supporting Rationale

Hawaii's growth has been accompanied by improved health conditions, improved communications, increased educational opportunities, increased cultural experiences, broadened range of opportunities, and broadened choice of lifestyles. However, the growth has also been accompanied by: the pollution of the air, the water, and the land; the reduction of agricultural, conservation, and beachfront lands; and the proliferation of high rises, traffic congestion, and urban sprawl.

Many of the undesirable effects are related to population growth and its concentration on Oahu. While much of the new population growth is the result of migration from the mainland and immigration from other countries, Hawaii's citizens must still examine their options to control and manage growth. The schools can contribute to growth management by providing students with an understanding of Hawaii's population capacities and the need to continue a low birth rate. The schools can also support and strengthen the family-life curriculum.

3. Current Situation

The thrust of the Department's Health Education Program is to make individuals take responsibility for their own health and the health of family members. Emphasis is placed on age-appropriate

responsibilities, i.e., young children assume the responsibility of personal hygiene, while high school students also assume responsibility for the effect of their behavior on others. The basic health courses at appropriate grade levels address family life and sex education.

The overall goal of the Home Economics Education Program is to improve home and family living for all individuals in order to strengthen family life. It helps students to identify and develop fundamental competencies which will be effective in family living, including food and nutrition, human development, and housing. While home economics course offerings are not required for high school graduation, many students take a home economics course in fulfillment of their elective requirement or choose it as an additional course beyond the minimum 20 credits for graduation.

The Social Studies Program treats population growth issues within the context of future conditions. Population growth is part of a unit of "Modern History of Hawaii."

The Environmental Education Program also promotes an understanding of Hawaii's capacity to accomodate population needs through the study of issues such as human population and resource depletion.

These courses appear to contribute to the priority direction of encouraging a low birth rate. Indeed, examination of Hawaii's birth rate discloses the current birth rate per family is 1.8 children which is slightly below the replacement level of 2.1 children.

A study concerned with the knowledge, attitudes, and practices of teenagers in Hawaii regarding reproduction, family planning and sexuality was conducted by the Hawaii Planned Parenthood Association in 1975-1976. The study disclosed that the majority of the respondents felt that the sex education they received was "helpful" or "good"; most answered that they know about reproductive anatomy, contraceptives, venereal disease, and how far one can go before risking pregnancy. Yet, several "knowledge testing" questions indicated that many did not have accurate information.

4. Proposed Approach

The proposed approach seeks to provide students with an understanding of Hawaii's capacities to acoomodate population growth and encourages the continuation of Hawaii's low birth rate through the Health, Home Economics, Social Studies, and Environmental Education Programs. Additionally, the Department will work with the Commission on Population and the Hawaiian Future to make available current resources and to develop additional resources to promote increased student and teacher understadning of Hawaii's capacities to accommodate population growth. Available resources from the Commission include two slide shows, "Hawaii Nei: Choice or Chance" and "Land Use and Population," and the Hawaii Population Data Sheet.

a. Assumptions and/or External Events

While Hawaii citizens continue low birth rates to prevent deterioration of their environment or to improve their quality of life, this effort must be accompanied by policy decisions regarding in-migration and immigration.

b. Target Groups

The target groups include teachers and students involved in health instruction, home economics instruction, social studies instruction, and environmental instruction.

c. Activities

Activities include continuation of the current programs in health, home economics, social studies, and environmental education relevant to the study of population needs.

d. Indicator of Accomplishment

The continuation of Hawaii's low birth rate will indicate accomplishment of the proposed approach.

e. Costs

The cost of continuing to provide students with an understanding of Hawaii's capacities to accommodate population growth can be absorbed by the on-going programs.

5. Recommended Implementing Actions

a. THAT THE DEPARTMENT OF EDUCATION CONTINUE TO PROVIDE STUDENTS WITH AN UNDERSTANDING OF HAWAII'S CAPACITIES TO ACCOMMODATE POPULATION GROWTH THROUGH THE HEALTH PROGRAM, HOME ECONOMICS PROGRAM, SOCIAL STUDIES PROGRAM, AND ENVIRONMENTAL EDUCATION PROGRAM. THE TIME FRAME IS 1983-1989.

b. THAT THE DEPARTMENT OF EDUCATION COORDINATE WITH THE COMMISSION ON POPULATION AND THE HAWAIIAN FUTURE FOR THE USE OF AVAILABLE RESOURCES THAT CONTRIBUTE TO STUDENTS' UNDERSTANDING OF HAWAII'S CAPACITIES TO ACCOMMODATE POPULATION GROWTH. THE TIME FRAME IS 1983-1989.

c. THAT THE DEPARTMENT OF EDUCATION COOPERATIVELY WORK WITH THE COMMISSION ON POPULATION AND THE HAWAIIAN FUTURE TO DEVELOP MATERIALS, UNITS AND WORKSHOPS TO PROMOTE INCREASED STUDENT AND TEACHER UNDERSTANDING OF HAWAII'S CAPACITIES TO ACCOMMODATE POPULATION GROWTH. THE TIME FRAME IS 1983-1989.

D. Conserving Natural Resources

1. Goals

The purpose of this section is to address the following state policies and state priority directions of The Hawaii State Plan:

Exercise an overall conservation ethic in the use of Hawaii's natural resources. (Policy: Sec. 11, b(1), p. 30; The Hawaii State Plan)

Greater public awareness and appreciation of Hawaii's environmental resources. (Objective: Sec. 13, a(2), p. 30; The Hawaii State Plan)

Foster recognition of the importance and value of the land, air, and water resources to Hawaii's people and their cultures. (Policy: Sec. 13, b(8), p. 30; The Hawaii State Plan)

Promote the visual and aesthetic enjoyment of mountains, ocean vistas, scenic landscapes, and other natural features. (Policy: Sec. 12, b(3), p.30; The Hawaii State Plan)

Foster educational activities that promote a better understanding of Hawaii's limited environmental resources. (Policy: Sec. 13, b(1), p. 30; The Hawaii State Plan)

Encourage the protection of rare or endangered plant and animal species and habitats native to Hawaii. (Policy: Sec. 11, b(6), p. 30; The Hawaii State Plan)

Seek to utilize Hawaii's limited land resources wisely in order to insure the protection of the environment and the availability of the shoreline, conservation lands and other limited resources for future generations. (Priority Direction: Sec. 105, b, p. 45; The Hawaii State Plan)

Encourage water conservation to reduce the per capital water consumption rate through education and the promotion of conservation awareness. (Priority Direction: Sec. 103, h(1), p. 43; The Hawaii State Plan)

2. Supporting Rationale

The increases in population, urbanization, technology, recreational use of the outdoor environment, and tourism have subjected a small state to increased demands on its environment and natural resources. In fact, Hawaii has more endangered indigenous species than any area in the world today.

The citizens of Hawaii must give critical attention to safeguarding and enhancing the State's environmental quality and preserving the ecological balance to prevent irreversible damage to the environment. The first step, awareness and understanding, should begin in the

schools as they contribute to the overall environmental education of the citizenry.

3. Current Situation

The overall goal of the Environmental Education Program is:

> To develop an environmentally literate and enlightened society, which, through its ethical commitment to wise use of its resources, creates and maintains optimum quality in both humanmade and natural environments.

This goal supports the State policies and State priority directions dealing with the conservation of Hawaii's natural resources.

A base document, Environmental Education K-12 Curriculum Guide, was developed in 1981 and provides the program's guidelines and concepts. The concepts of environmental education are categorized according to environments that humans can enter: the personal environments, the social-intellectual environments, the terrestrial environments, the extra-terrestrial environments, and the total human environment. Areas of concern to be addressed include those deemed to be an immediate threat to survival or to the quality of life; some of these areas are:

- Human Populations - particularly the impact on global resources and the quality of human interactions.
- Resource Depletion - most important in the consumption of non-renewable resources.
- Pollution - the toxic substances and noxious wastes, noise and thermal conditions that diminish environmental quality and/or life expectancy.
- Management and Control - the problems of human governance of global problems associated with degradation of the environment.
- Environmental Ethic - the development of a global set of principles and practices to guide optimum interaction with the environment.
- Public Concern - in most democratic societies there is an ever increasing need for citizen awareness and participation in the processes of environmental management and decision-making.
- Ecological Integrity - the preserving of the ecological system of the world in a condition necessary to optimize the quality of global life.
- Employment and Environmental Quality - the maintenance of a quality environment while providing full employment opportunities.

These areas encompass the policies and priority directions relevant to conservation as stated in The Hawaii State Plan. For example, the priority direction on the wise use of land resources to protect the environment and to preserve limited resources is addressed in the areas of human populations, resource depletion, and management and control. Similarly, the priority direction on water conservation is addressed under the areas of resource depletion and the environmental ethic.

The approach used for presenting the environmental education curriculum is, with few exceptions, to integrate it within the existing disciplines rather than adding a new discipline. The idea is to develop curriculum guides for each grade level which contain suggested objectives, activities, and materials which integrate environmental concepts. This means that environmental concepts will be integrated into existing subject area activities (e.g. an assignment in reading would include an article about the environment). This approach does not require additional class time, but rather restructures class content. The Environmental Education K-12 Curriculum Guide provides guidelines for this approach. In particular there is a need to expand coordination of services and activities related to the marine and aquatic environment that are available to elementary students through the Waikiki Aquarium and activities and existing programs at the secondary level, such as the Coastal Problems and Resource Management Project (Social Studies) and the Blue-Water Marine Project (Science).

4. Proposed Approach

The proposed approach is to continue the development and implementation of the Environmental Education Program, and to expand available resources to insure systematic implementation of a Marine and Aquatic Education component for elementary and secondary schools. This includes taking advantage of the environment, strengths, and interests of the community; for example, Waianae High might be known for its strong program in Marine education.

a. Assumptions and/or External Events

The education of students who make up 18% of the population is one component of educating the overall population of the State on the issues and approaches of conservation of natural resources. Such an undertaking will, in the long run, have a significant effect on Hawaii's environment.

The attention of the public will be increasingly drawn to environmental concerns by crisis events such as shortages and inflationary costs of energy and other resources and by their political and economic impacts.

b. Target Groups

The target for the recommendations is the Evironmental Education Program. The target groups for the Environmental Education Program are teachers and students.

c. Activities

Activities include: 1) emphasis on envrironmental protection and water conservation, and 2) coordination of services and activities related to the marine and aquatic environment available to elementary and secondary schools.

d. Indicators of Accomplishment

Indicators include implementation of the Environmental Education K-12 Curriculum Guide and successful performance of students on the competency based measures now under development.

e. Costs

The costs of implementing the Marine and Aquatic Education program will be $449,372 in 1983-1985, $481,629 in 1985-1987, and $538,425 in 1987-1989.

5. Recommended Implementing Actions

a. THAT THE DEPARTMENT OF EDUCATION CONTINUE ITS EMPHASIS ON ENVIRONMENTAL EDUCATION. THE TIME FRAME IS 1983-1989.

b. THAT THE DEPARTMENT OF EDUCATION CONTINUE TO IMPLEMENT SYSTEMATICALLY A MARINE AND AQUATIC EDUCATION PROGRAM FOR ELEMENTARY AND SECONDARY SCHOOLS. THE TIME FRAME IS 1983-1989.

c. THAT THE DEPARTMENT OF EDUCATION IN CONSULTATION WITH THE DEPARTMENT OF LAND AND NATURAL RESOURCES CONTINUE THE DEVELOPMENT AND IMPLEMENTATION OF TIMELY ENVIRONMENTAL EDUCATION INSTRUCTIONAL GUIDES AS NEW ENVIRONMENTAL ISSUES ARISE. THE TIME FRAME IS 1983-1989.

E. Conserving Energy

1. Goals

The purpose of this section is to address the following policy and priority directions of The Hawaii State Plan:

Promote prudent use of power and fuel supplies through education, conservation, and energy-efficient practices. (Policy: Sec. 18, b(4), p. 33; The Hawaii State Plan)

Encourage development of a program to promote conservation of energy use in the State. (Priority Direction: Sec. 103, i(2), p. 44; The Hawaii State Plan)

Encourage consumer education programs to reduce energy waste and to increase awareness for the need to conserve energy. (Priority Direction: Sec 103, i(4), p. 44; The Hawaii State Plan)

Encourage the use of energy conserving technology and appliances in homes and other buildings. (Priority Direction: Sec. 103, i(5), p. 44; The Hawaii State Plan)

2. Supporting Rationale

Energy conservation is a critical issue in Hawaii because petroleum, most of it foreign,supplies 92% of the State's energy. More than half of the cost of imports from foreign counties is for oil. The dollar drain on Hawaii can be curtailed through conservation efforts. While energy conservation requires a broad-based effort by the public at large, the Department of Education can contribute to the conservation effort through educating students and through efforts to reduce its own use of energy.

3. Energy Conservation Education for Students

a. Current Situation

Energy conservation education is included in enviromental education which was described in Section D of this Chapter. The Department of Education has developed an Energy Education component of the Environmental Education Program. The approach is contained in a document entitle Energy Use and the Environment in Hawaii's Schools. This document together with curriculum modules provide the basis for a coordinated energy program. Six areas area addressed in Hawaii; 2) a framework of core themes for energy use and the environment; 3) the instructional plan for implementing the curriculum; 4) a method of assessing and determining the specific curriculum needs for schools relative to energy education; 5) a plan for a communications network at the school, district, and state levels; 6) a plan for staff development which can effectively implement energy education.

Energy concepts and views from related disciplines and interest areas within the community were composed into themes. These themes address the State priority directions on energy conservation as well as the technical aspects of energy use. Moreover, the themes address the political and economic settings in which problems must be solved. These themes are:

- Evolution of Energy
- Energy Today
- Energy Fundamentals
- Energy Alternatives
- Energy Storage and Transmission Systems

- Transportation
- Environmental/Ecological Considerations
- Human Dimensions of Energy
- Appropriate Energy Technology
- Energy Versus Population Versus Food
- Energy: Cost, Responsibility, Privilege
- Conservation
- Energy Self Sufficiency
- Energy Interdependence
- Future Perspective
- Career Opportunities

b. Proposed Approach

The proposed approach is to continue the development and implementation of the energy component within the Environmental Education Program. The approach also involves supporting the provision of an energy resource center by the Department of Planning and Economic Development which has the overall responsibility for Public Energy Education.

1) Assumptions and/or External Events

The education of students who make up 18% of the population is a small factor in educating the population of the State about the issues and approaches of an energy strategy for Hawaii. It will however have a significant effect in the long run.

Recent international events have focused the attention of the industrialized world on its dependence on fossil fuel as a source of energy. The political realities of this dependence and the finite supply of this non-renewable source of energy make it imperative that the United States and its citizens develop new attitudes toward energy use and management. Further, the development of new energy sources for the State will reduce the reliance on fossil fuels.

2) Target Group

The target group is the Environmental Education Program.

3) Activities

Activities consist of the implementation of the energy component of the Environmental Education Program.

4) Indicators of Accomplishment

The indicator of accomplishment is the successful performance of students on the environmental education portion of the competency-based measures now under development.

5) Costs

Activities can be accommodated within the on-going budget.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION CONTINUE ITS EMPHASIS AND IMPLEMENTATION OF ENERGY CONSERVATION EDUCATION. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION COORDINATE WITH THE DEPARTMENT OF PLANNING AND ECONOMIC DEVELOPMENT TO ESTABLISH AN ENERGY RESOURCE CENTER BY CONTRIBUTING MATERIALS AND TESTIMONIES AS APPROPRIATE. THE TIME FRAME IS 1983-1985.

4. Departmental Energy Conservation

a. Current Situation

As an institution which uses State buildings, equipment, and vehicles, the Department of Education is a consumer of energy. As such, the Department is subject to the Hawaii State Energy Conservation Plan as well as federal regulations, guidelines, and programs. The Department is participating with the State Energy Office, Department of Planning and Economic Development in an energy audit; the preliminary phase of the audit has been completed. The Department has also complied with the Federal Standby Conservation Plan No. 2, Energy Temperature Restrictions.

In addition to these activities, the Department is engaged in several types of school-level activities related to energy conservation and the use of alternative, renewable, energy sources. One example is the installation of solar water heaters in six schools to heat water for food services. The percentage of savings in fuel consumption has ranged from 9% to 29% depending on equipment and location. A second example involves designing schools to take advantage of sunlight to meet lighting standards and cooling classrooms through effective use of natural air movement. A third example to conserve energy is being attempted at Kaahumanu Elementary Schoo. There, forced air is circulated to reduce traffic noise which would ordinarily require air-conditioning the classrooms. A fourth example is the construction of a solar installation with a back-up system for hot water in the physical education locker/shower building at Waiakea High School. Waimea High School has a solar installation under design.

b. Proposed Approach

The proposed approach is that the Department continue to conform and contribute to State and Federal energy conservation programs. The Department should also initiate an in-house program of energy conservation based on the results of the energy audit; this

program will be impelemented by the energy analyst. The energy analyst position was appropriated by the 1981 Legislature.

1) Assumptions and/or External Events

The importance of energy conservation will continue to increase in the Eighties.

2) Target Groups

The target groups for the recommendations are the Physical Plant Operations and Maintenance Program and the personnel of the Department.

3) Activities

Activities include continued cooperation and compliance with energy conservation measures, continued experimentation with energy-saving technology and implementation of successful cost-effective methods, and developing an in-house program for energy conservation.

4) Indicators of Accomplishment

The major indicator will be a reduction of the energy consumed by the Department.

5) Costs

Costs of Capital Improvement Projects and Repair and Maintenance will be calculated as appropriate and included in the budget of the Department of Accounting and General Services.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION CONTINUE TO PARTICIPATE IN STATE AND FEDERAL ENERGY CONSERVATION PROGRAMS. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION CONTINUE TO RECOMMEND INNOVATIVE METHODS OF ENERGY CONSERVATION IN SCHOOL FACILITIES TO THE DEPARTMENT OF ACCOUNTING AND GENERAL SERVICES. THE TIME FRAME IS 1983-1989.

3) THAT THE DEPARTMENT OF EDUCATION USE THE RESULTS OF THE ENERGY AUDIT TO IMPLEMENT A QUICK FIX PROGRAM FOR REDUCING ENERGY CONSUMPTION OF AIR CONDITIONED FACILITIES AT THE SCHOOLS. TIME FRAME IS 1985-1989.

CHAPTER VI

EDUCATIONAL SUPPORT SERVICES

Educational quality requires educational support services. This involves emphasizing quality educational programs to promote excellence, ensuring the provision of educational services and facilities, assuring public safety and the protection of life and property, and providing equal employment opportunities.

Emphasizing quality education programs to promote excellence involves identifying exemplary programs and facilitating their use, supporting educational research, using educational plans, providing appropriate staffing, and emphasizing staff development. These activities will provide a broad base of educational materials and research which improve management, and the staff; also, these activities will assist students to realize personal skills and knowledge.

Ensuring the delivery of educational services and facilities includes suggestions to improve services to students and to the community. These activities are designed to improve delivery of data processing services, to deliver instructional media services, to deliver public library services, to involve the community in educational affairs, and to encourage the community to use school facilities.

Assuring public safety and protection of life and property involves curbing assaults, fights, gang fights, robbery, and sex offenses, as well as protecting property from theft and vandalism. This section advocates closer coordination among programs involving safety and security and emphasizes the adoption of proven programs.

Providing equal employment opportunities involves employing and promoting on the basis of training, competence, and experience. Additionally, the Department should continue to take affirmative actions to achieve sex and ethnic equity in the certificated labor force.

A. Emphasizing Quality Educational Programs to Promote Excellence

1. Goals

The following policies of The Hawaii State Plan and the concerns of the Advisory committee for the State Education Plan contribute toward developing the personal skills and knowledge of students:

> Emphasize quality educational programs in Hawaii's institutions to promote excellence. (Policy: Sec. 21, b(8), p. 34; The Hawaii State Plan)
>
> Support research programs and activities that enhance the education programs of the State. (Policy: Sec. 21, b(9), p. 34; The Hawaii State Plan)

Provide a timetable for increasing the quality of education for Hawaii's children. (Concern of the State Education Plan Advisory Committee)

Provide appropriate staffing. (Concern of the State Education Plan Advisory Committee)

Emphasize staff development. (Concern of the State Education Plan Advisory committee)

2. Supporting Rationale

Educational programs are characterized by diversity because experience has shown that no one program has been effective for all students under all conditions. In addition to identifying and promoting exemplary programs, educational excellence can be promoted by supporting research. Educational research is the best means for settling disputes regarding educational practices, for verifying improvements, and for establishing a cumulative tradition in which improvements can be introduced while minimizing the danger of discarding old wisdom in favor of inferior novelties. Crucial to the promotion of excellent programs is the successful resolution of problems including how children learn, why some children don't learn, and what really affects the process of teaching. Moreover, in promoting exemplary programs, the use of timetables provides a basis for planning and budgeting. Program promotion also includes providing sufficient staff to carry out programs as well as providing them with the training necessary for program implementation.

3. Identifying Exemplary Education Programs and Facilitating Their Use

Experience has shown that it is prudent to identify programs that work and to share these programs with the purpose of improving practices and preventing inefficient reinventions of ineffective wheels.

a. Current Situation

Promising practices in the Department have been identified by the Office of Instructional Services of the Department of Education since 1978. These promising practices are reported in A System for Locating and Reporting Innovative and Exemplary Projects and Activities in Curriculum and Instruction. While this system is an excellent beginning, not all of the programs have been sufficiently evaluated, and disseminated throughout the Department. Additionally, procedures have not been developed to assist interested teachers and administrators to adopt the programs in their schools.

In 1978 the Department of Education received a capacity building grant from the National Institute of Education and a facilitator contract from the U.S. Office of Education. These awards permitted the design of the Hawaii Educational Dissemination Diffusion System. This System makes ideas, programs, projects, practices, and materials available to educational practitioners

such as principals and teachers through a mixture of national and local resources, commercial and state capacities, and computerized data bases and manual files. This System also provides persons called linkers who connect knowledge resources with persons who could benefit by using them, and who provide assistance in searching, interpreting, and using resources to improve educational practices. If preliminary indications that this System is effective are substantiated over time, then the need will be to institutionalize it, i.e., making it a regular program in the Department.

b. Proposed Approach

The proposed approach to examining exemplary programs is increasing the collaboration and cooperation between the personnel within the Office of Instructional Services responsible for the System for Locating and Reporting Innovative and Exemplary Projects and Activities in Curriculum and Instruction and the personnel of the Hawaii Educational Dissemination Diffusion System project. Further, if collaboration with and services of the Hawaii Educational Dissemination Diffusion System prove to be effective, then it would be made a regular program in the Department.

1) Assumptions and/or External Events

The major assumption underlying the approach to examining successful educational programs and to validating potentially exemplary ones is that validation, dissemination and diffusion of ideas, programs, projects, practices and materials will result in demonstrable educational improvement. The major external event affecting this approach is that Congress and the newly created Department of Education will continue to provide funds for the project until 1984 in order to permit assessment of its effectiveness.

2) Target Groups

The target groups which might receive services concerning information on exemplary educational programs consist of members of the Governor's staff, legislators, members of the Board of Education, State educational officers, district educational officers, principals and vice principals, teachers, school and public librarians, private school principals, private school teachers, and citizens interested in improving education through service on advisory councils, commissions, and school committees. The target groups which would be assisted in the validation of local projects are school staffs, district and state program specialists.

3) Activities

The activities to identify exemplary educational programs and to facilitate their use are spread, exchange, choice, and

implementation. Spread activities are associated with the one-way casting out of knowledge in all of its forms such as distributing brochures. Exchange activities are associated with the two-way or multi-way flow of information such as exchanges of information among researchers, developers, and teachers. Choice activities are associated with assisting rational consideration and selection among information, products, ideas, and materials which can be used to improve education, such as selecting from alternatives. Implementation activities are associated with the adoption and adaptation of improvements, such as evaluation of an adopted change.

The activities related to validation include identification of possible exemplary activities, their validation, and the dissemination of information about them.

4) Indicators of Accomplishment

Indicators of accomplishment include: a) the number of target groups provided with spread, exchange, choice, and implementation services per year; b) the proportion of target groups provided with spread, exchange, choice, and implementation services per year; c) evidence of the effectiveness of spread, exchange, choice, and implementation services in improving educational practices; d) reduction in the cost of spread, exchange, choice, and implementation services provided; and e) the number of locally developed and adapted projects evaluated and validated.

5) Cost

Cost of this approach is: $308,986 in 1983-1985.

c. Recommended Implementing Actions

1) THAT THE PERSONNEL OF THE HAWAII EDUCATIONAL DISSEMINATION DIFFUSION SYSTEM PROJECT IN THE OFFICE OF INSTRUCTIONAL SERVICES OF THE DEPARTMENT OF EDUCATION COORDINATE WITH THE DISTRICTS TO DEVELOP PROCEDURES FOR EVALUATING AND DISSEMINATING PROMISING PRACTICES OF THE STATE OF HAWAII. THE TIME FRAME IS 1983-1985.

2) THAT THE HAWAII EDUCATIONAL DISSEMINATION DIFFUSION SYSTEM BE INSTITUTIONALIZED CONTINGENT UPON A POSITIVE EVALUATION AND A FAVORABLE DECISION TO INSTITUTIONALIZE IT. THE TIME FRAME IS 1983-1985.

4. Supporting Educational Research

Research has diverse meanings which derive from the various methods, materials, and processes employed. Thus research has been categorized in terms of: 1) areas of interest of the people who conduct the research, for example, curriculum research; 2) some end or goal, for

example, normative-survey research; 3) methods of collecting data, for example, questionnaire research; 4) where the subjects are placed, for example, in laboratory research; 5) methods used in analyzing data, for example, correlational research; 6) whether or not the subjects are exposed to a treatment, for example, experimental research; or 7) the need to solve problems, for example, action or institutional research. Running through all of the categories is the concept that research is an activity aimed at increasing our power to understand, predict, and control events of a given kind.

For the purposes of this Document, educational research may be placed on a continuum; points on the continuum include basic, applied, and institutional research. Basic research may be topically relevant to education but the subjects may be animals or the learning tasks may involve the use of materials that are not necessarily relevant to school problems; the major goal is the advancement of knowledge. Applied research actuates from problems in the classrooms and schools; new ideas, approaches, methods, organizational designs, motivational techniques, or materials are transferred from specially contrived school settings to representative settings of schools. Institutional research or action research includes staff studies, operational research, and policy analyses; these activities focus on the immediate decision-making processes and include examining data and making recommendations concerning on-going operations. This Document surmises that basic research is generally conducted by higher education personnel and that institutional research is generally conducted by personnel of the Department. Personnel in higher education and personnel in the Department of Education need to collaborate and cooperate in applied research areas of mutual interest and benefit.

a. Current Situation

Two major provisions govern educational research activities within the Department. The first is the Procedures Manual for Approval of Survey Requests and Educational Research Projects, dated September, 1979. This Manual has been developed to assist originators of survey and educational research projects to prepare and to submit requests for research in cooperation with the Department of Education. The manual is based on Regulation 2510.1 adopted by the Board of Education. Reviewing and monitoring research activities enable reduction of data collection burdens and utilization of the benefits of supporting research.

The second provision governing research activities is the "Joint Agreement and Plan for Cooperation in Instructional Improvement and Curriculum Research and Development." The intent of this agreement is to maintain clear lines of authority and responsibility and to avoid duplication of efforts as they relate to curriculum improvement. The Department of Education's responsibilities are based on the Department's Foundation Program Assessment and Improvement System which is designed to improve curriculum. The focus of curriculum research and development efforts is on assisting students to attain foundation program

objectives. The University's responsibilities are based on the functions of the Curriculum Research and Development Group.

The areas of need relevant to supporting educational research involve increasing support in the areas of applied research not now covered in the Agreement.

b. Proposed Approach

The proposed approach to supporting research programs and activities involves informing persons of the Manual by distributing it widely; and, to conclude (an) agreement(s) with the College of Education of the University of Hawaii which includes applied research into such areas as administration, counseling and guidance, curriculum, and educational communications and technology. The agreement(s) should include an Advisory Committee to guide the establishment of research priorities such as safety and security techniques, multicultural education, the aloha spirit, and management problems.

1) Assumptions and/or External Events

The assumption is that the need for knowledge to solve educational problems will increase in the future as demands for accountability increase and as education becomes more complex.

2) Target Groups

The target groups involve those connected with education and include: students, parents, teachers, administrators, members of the Board of Education, legislators and members of the executive branch. Different research projects will target various sub-groups such as alienated students, non-achieving students, teachers, or administrators.

3) Activities

Activities include: distributing the Manual, working on (an) agreement(s), processing requests for research, and participating in research activities.

4) Indicators of Accomplishment

Indicators of accomplishment which show support for research programs include: distribution of the Manual; conclusion of (an) agreement(s); participation in research activities; the proportion of the target group affected by research activities; and the implementation of quality programs as a result of research.

5) Costs

Costs of distributing the Manual can be absorbed in the current budget. Other costs involve on-going staff time to conclude the agreement(s), to participate in research, and to implement research. As projects get started, project costs need to be calculated. The major indirect costs involve foregoing activities normally performed while participating in research activities. The cost of increasing support of research activities will be $1,100,000 in 1983-1985.

c. Recommended Implementing Actions

1) THAT THE FOUNDATION PROGRAM ASSESSMENT AND IMPROVEMENT SYSTEM'S REVIEW AND DISSEMINATION COMMITTEE BE CONSULTED ON RESEARCH PROGRAMS RELEVANT TO CURRICULUM. THE TIME FRAME IS 1983-1989.

2) THAT (AN) AGREEMENT(S) COVERING AREAS OF APPLIED RESEARCH BE REVISED AND INCLUDE AN ADVISORY COMMITTEE TO GUIDE THE ESTABLISHMENT OF PRIORITIES. LINKAGE BETWEEN THIS ADVISORY COMMITTEE AND THE FOUNDATION PROGRAM ASSESSMENT AND IMPROVEMENT SYSTEM REVIEW AND DISSEMINATION COMMITTEE SHOULD BE ESTABLISHED. THE TIME FRAME IS 1983-1985.

3) THAT THE DEPARTMENT OF EDUCATION INCREASE ITS SUPPORT OF WORTHY EDUCATIONAL RESEARCH ACTIVITIES. THE TIME FRAME IS 1983-1989.

5. Using Educational Plans With Timetables

a. Current Situation

Many elements of a planning system are already present within the Department of Education. One element includes the Board of Education directions expressed through policies, regulations, rules, and the Goals and Objectives of the Hawaii State Board of Education for the Eighties. Other significant elements include: The Superintendent's Directions 1982-83 sets forth simple, clear directions and examples of proposed major activities; the Master Plan for Public Education in Hawaii prepared in 1969 contains broad commitments of the Department; the Foundation Program for the Public Schools of Hawaii specifies the major instructional objectives of the Department; the Foundation Program Assessment and Improvement System is designed to improve curriculum; the Framework for the Department of Education's Curriculum Improvement 1976-1981 outlines an orderly and systematic plan of action to upgrade instructional programs for the period 1976-1981; the Procedures Handbook for State and District Offices on the Planning Programming Budgeting System provides guidance in preparing multi-year program and financial plans, variance reports, and special analytic studies. Additionally, many program and unit plans have been prepared in response to federal and legislative mandates to requests by the Superintendent or to fill a need. There now is a need to integrate the various elements to provide further directions for the Eighties.

b. Proposed Approach

The proposed approach involves providing guidelines for planning which are consistent with the Board of Education's policies, regulations and rules, and which will assist program management and contribute toward accomplishing objectives. The first guideline concerns directions; this Document provides guides for the future. The State Objectives, State Policies, State Priority Directions, Board of Education Concerns, and Advisory committee Concerns constitute areas of emphasis for the Eighties and should be used to develop program goals and objectives. These areas of emphasis are meant to be used to define, refine, and focus the activities of program plans.

The second guideline concerns the search for diversified perspectives. Diversified representation should be used in preparing program plans. Program managers should seek a wide spectrum of the community's views, as well as the opinions of professionals with interest in the program, subject, or functional unit. The purposes of diversified representation include: providing community perspectives so as to broaden advice; facilitating coordination among professionals interested in the programs or areas so that they can inform and assist each other; providing a forum for the discussion of conflicts so that unproductive conflict can be minimized; and reviewing the plan with the purpose of suggesting improvements.

The third guideline concerns coordination. It is strongly suggested that program managers coordinate with representatives of relevant agencies as well as relevant Departmental program managers when preparing their plans. If a conflict cannot be resolved among agency representatives, Departmental program managers, or with the assistance of the diversified representation, then the conflict should be brought to the attention of the Superintendent. Coordination should be continued during implementation.

The fourth guideline concerns timetable. Program plans should span a six-year time frame. This shorter time frame will permit accommodations to changes which occur more quickly at the program level and will permit input to the next major revision of this Document. For example, a program plan prepared in accord with this Document will include the following bienniums: 1983-1985, 1985-1987 and 1987-1989. To be useful, program plans should be prepared by June, 1982 so that the data can be used for the 1983-1985 budget submissions to the Board of Education, the Governor and the Legislature. Moreover, the program plan should be revised in 1986 in order to affect the 1987-1989 biennium and to affect revision of this Document in 1987. When recommending implementing actions, specific time frames should be delineated.

The fifth guideline concerns a common format. The common format should be in harmony with the planning-programming-budgeting system as well as The Hawaii State Plan. The elements of a

program plan should be readily translatable into the biennium budgets, and the multi-year program and financial plans. Special analytic studies should provide the detailed supporting rationale and analyses for the recommended implementing actions.

The sixth guideline concerns the approval of program plans. Upon completion of a program or area plan, it should be submitted to the Superintendent for approval. Program plans should not be implemented until approved by the Superintendent. Such approval will facilitate consistent directions and budget priorities.

A seventh guideline concerns the use of plans. In addition to assisting program managers to efficiently manage their programs, the plans will constitute a major source for the Board of Education's annual "Expectations of the Superintendent." The expectations involve implementation of State objectives, Departmental objectives, program objectives, and mutually agreed upon interests of the Board of Education and the Superintendent.

An eight guideline concerns monitoring and annual reviews. In addition to the responsibility of all administrators (such as principals and district superintendents) for monitoring their units, program managers should monitor progress toward accomplishing implementing actions contained in their plans. Annual reviews should be conducted by each program manager, as well as by the Planning and Evaluation Branch of the Superintendent's Office. The reviews should assess the progress being made to achieve State objectives, Departmental objectives, and program objectives by obtaining data from users such as students, teachers, and parents as well as obtaining other statistical data. These reviews will form the basis of the variance reports of the planning-programming-budgeting system, testimonies to the Legislature, the Superintendent's report to the Board of Education, and the Superintendent's report to The Hawaii State Plan Policy Council and the Legislature.

A ninth guideline concerns federally funded projects. Plans for federally funded projects should provide budgetary information on future costs to the State.

1) Assumptions and/or External Events

   The increasing demands for economical education and educational excellence during the Eighties will be accompanied by an increased need for planning.

2) Target Groups

   Target groups consist of Departmental program managers, project managers, functional or unit managers, students, teachers, and parents.

3) Activities

Activities include planning, analyzing, budgeting, coordinating, and evaluating.

4) Indicators of Accomplishment

Indicators of accomplishment include developing useful program plans, fulfilling the Board of Education's expectations, and accomplishing State policies and priority directions.

5) Costs

There are no direct costs for this approach. Indirect costs include on-going staff time for planning activities. It is expected that a system of useful, coherent plans will ultimately result in saving staff time and effort.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION'S PROGRAM AND FUNCTIONAL UNIT MANAGERS USE THE STATE OBJECTIVES, STATE POLICIES, STATE PRIORITY DIRECTIONS, BOARD OF EDUCATION CONCERNS, AND ADVISORY COMMITTEE CONCERNS CONTAINED IN THE STATE EDUCATION PLAN AND THE STATE EDUCATION PLAN TECHNICAL REFERENCE DOCUMENT AS GUIDES FOR DEVELOPING GOALS AND OBJECTIVES FOR THEIR PLANS. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION'S PROGRAM AND FUNCTIONAL UNIT MANAGERS SEEK DIVERSE PERSPECTIVES IN THE PREPARATION OF THEIR PLANS. THE TIME FRAME IS 1983-1989.

3) THAT THE DEPARTMENT OF EDUCATION'S PROGRAM AND FUNCTIONAL UNIT MANAGERS COORDINATE THEIR PLANNED ACTIVITIES WITH REPRESENTATIVES OF RELEVANT AGENCIES, AS WELL AS WITH DEPARTMENTAL MANAGERS WHEN PREPARING AND IMPLEMENTING THEIR PLANS. THE TIME FRAME IS 1983-1989.

4) THAT THE DEPARTMENT OF EDUCATION'S PROGRAM AND FUNCTIONAL UNIT MANAGERS USE TIMETABLES IN CONJUNCTION WITH RECOMMENDED IMPLEMENTING ACTIONS. THE TIME FRAME IS 1983-1989.

5) THAT PROGRAM AND FUNCTIONAL UNIT MANAGERS USE THE FORMAT OF THIS DOCUMENT. THE TIME FRAME IS 1983-1989.

6) THAT PROGRAM AND FUNCTIONAL UNIT MANAGERS SUBMIT THEIR PLANS FOR THE SUPERINTENDENT'S APPROVAL SO THAT BUDGET PRIORITIES CAN BE FACILITATED. THE TIME FRAME IS 1983-1989.

7) THAT THE DEPARTMENT OF EDUCATION'S PROGRAM AND FUNCTIONAL UNIT MANAGERS, AS WELL AS THE PLANNING AND EVALUATION BRANCH OF THE OFFICE OF THE SUPERINTENDENT, MONITOR IMPLEMENTATION OF PLANS AND CONDUCT ANNUAL REVIEWS TO DETERMINE THE DEGREE TO WHICH PLANS ARE BEING IMPLEMENTED. THE TIME FRAME IS 1983-1989.

6. Providing Appropriate Staffing

a. Current Situation

The staff for the Department of Education is provided by laws passed by the Legislature for specific programs. Earlier attempts at developing staffing standards resulted in the School Basic Staffing Study (March 1974). That document, however, was never adopted as an official publication of the Department of Education. Other means for determining staffing include provisions in collective bargaining contracts, committee reports of the State legislature and special provisions by the federal government. The need for the Eighties is to develop criteria and procedures to fairly and consistently provide appropriate staffing for different circumstances.

b. Proposed Approach

The proposed approach involves developing criteria and procedures to provide appropriate staff for unique circumstances. Specifying procedures and criteria for providing appropriate staffing for unique situations will permit flexible responses as circumstances and workloads change. Special circumstances might include high student turnover rates, large number of different programs in a school, large range of socio-economic differences among parents in the school attendance area, or a large number of extra-curricular activities offered.

1) Assumptions and/or External Events

Community expectations of educational services will require modifications to staffing patterns.

2) Target Groups

The target groups are all functional units of the Department.

3) Activities

Activities include identifying criteria for special needs and specifying procedures to process special needs staffing request.

4) Indicators of Accomplishment

Indicators of accomplishment include development of criteria and procedures for special needs requests, and implementation of the special needs criteria and procedures.

5) Costs

No direct costs are anticipated to develop the criteria and procedures for special needs; however, additional costs may be

involved upon implementation of the criteria and procedures for special needs requests.

c. Recommended Implementing Action

THAT A DEPARTMENT OF EDUCATION COMMITTEE WHICH INCLUDES REPRESENTATIVES FROM SUCH OFFICES AS THE BUDGET, AND MANAGEMENT AUDIT AND CIVIL RIGHTS BRANCHES OF THE SUPERINTENDENT'S OFFICE, THE OFFICE OF PERSONNEL SERVICES, THE OFFICE OF INSTRUCTIONAL SERVICES, DISTRICT OFFICES, SCHOOLS, AND APPROPRIATE AGENCIES BE CONVENED TO DEVELOP CRITERIA AND PROCEDURES TO PROVIDE APPROPRIATE STAFFING FOR UNIQUE NEEDS. SUCH A COMMITTEE SHOULD COORDINATE WITH THE APPROPRIATE BOARD OF EDUCATION COMMITTEES. THE TIME FRAME IS 1983-1987.

7. Emphasizing Staff Development

a. Current Situation

Policy 5600 and Regulation 5600 of the School Code provide for a continuing and comprehensive staff development program for teachers, counselors and school libraries. Within the Board of Education's policy and regulation, the Department has designed a statewide in-service education plan. The plan, in effect since 1978, provides teachers, counselors, and school librarians with opportunities to participate in the conduct and management of their own in-service training.

Collective bargaining agreements include broad assurances of in-service training for certificated personnel and classified personnel of the Department. Specific training activities are designed within these assurances and are based on individual and/or organizational needs.

The Department coordinates the diverse activities which meet individual, program, and organizational needs. Activities include: 1) credit-based activities such as workshops, educational travel, self-directed study, and subsidized college courses; 2) leaves of absence; and 3) non-credit activities. The philosophy of the Department's in-service training program is based on the needs of the individual, his commitment to educational quality, and his/her initiative to seek continuous improvement; in brief, participation is voluntary.

Since participation is based on individual initiative, the rate of participation in in-service training and the types of activities have been varied. For example, in regard to teachers, in-service training is usually conducted on their own time rather than during the work day. Thus, some persons prefer workshops and college courses, while others pursue less overt means of self-improvement such as reading. Some persons do not participate in staff development activities.

Staff development also relates to competencies needed by the Department. In this connection, the Department is obligated to provide appropriate activities for each level.

The need for the Eighties is for developing a comprehensive staff development plan. In developing the plan, the needs of individuals must be considered; for example, employee-suggested incentives might be explored. The plan should also consider organizational needs for competencies. For example, past programs such as the fifth-year certificate might be explored for applicability to assure mastery of teaching competencies; similarly the past practice of providing new materials contingent upon participation in in-service training might be considered for future applicability.

Moreover, schools and offices which are successfully using the flexible worktime provisions need to be identified so that their activities can be disseminated to others. The plan should cover educational officers, teachers, and classified personnel.

b. Proposed Approach

The approach is the development and implementation of a comprehensive staff development program plan for certificated personnel and classified personnel. It will provide a coordinated view of staff development in the Department. It will describe the relevant procedures and possibilities concerning staff development.

It will relate more precisely staff development activities, job expectations, and individual performances. As with the in-service training for teachers, which will constitute one component of the comprehensive plan, the educational officers component and the classified personnel component will provide means for greater control over the conduct and management of their own training activities.

1) Assumptions and/or External Events

Nationally and locally, the in-service training of teachers, administrators, and other school personnel will become increasingly important as knowledge continues to expand. In-service training will be necessary in such fields as health and nutrition, mainstreaming special education students, multicultural education, violence and vandalism, Hawaiian Studies, and students with limited English proficiency.

2) Target Groups

All employees in the Department are included in the target group. They include educational officers, teachers, and classified personnel.

3) Activities

Activities include developing a comprehensive in-service training plan and implementing it.

4) Indicators of Accomplishment

The indicators of accomplishment are the completion of a comprehensive plan and its systematic and successful implementation. Anticipated outcomes of its successful implementation are maintenance of effective education and public acknowledgement of a capable staff.

5) Costs

There are no major direct costs of the proposed approach. Indirect costs include staff time to develop and implement a plan. Additional costs for actual in-service training will be reflected in respective program and administrative budgets.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION PREPARE A COMPREHENSIVE STAFF DEVELOPMENT PLAN FOR EDUCATIONAL OFFICERS, TEACHERS, AND CLASSIFIED PERSONNEL WHICH CONSIDERS: A) ACTIVE EMPLOYEE PARTICIPATION IN THE PLANNING, CONDUCT, AND ASSESSMENT OF IN-SERVICE TRAINING; B) PROGRAM, PERFORMANCE, AND INDIVIDUAL EXPECTATIONS; C) UNIFORM ADMINISTRATION OF DISCRETE ACTIVITIES; AND D) COORDINATION OF STAFF DEVELOPMENT ACTIVITIES WITH THE EXISTING PERSONNEL PROGRAM, SUCH AS STAFF EVALUATION, RECLASSIFICATION, PROMOTION, INCENTIVES AT APPROPRIATE TIMES. THE TIME FRAME IS 1983-1985.

2) THAT IN PROVIDING STAFF DEVELOPMENT, THE DEPARTMENT OF EDUCATION USE THE SERVICES OF OTHER AGENCIES SUCH AS THE COLLEGE OF EDUCATION AND OTHER DEPARTMENTS OF THE UNIVERSITY OF HAWAII, THE DEPARTMENT OF PERSONNEL SERVICES, THE DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS, THE POPULATION COMMISSION, AND THE OFFICE OF HAWAIIAN AFFAIRS. THE TIME FRAME IS 1983-1989.

B. Ensuring the Provision of Educational Services and Facilities

1. Goals

This section attends to the following State policy and Advisory Committee concerns:

Ensure the provision of adequate and accessible educational services and facilities that are designed to meet individual and community needs. (Policy: Sec. 21, b(2), p. 33; The Hawaii State Plan)

Encourage community involvement in school affairs. (Concern of the State Education Plan Advisory Committee)

Encourage maximum use of school facilities to ensure the most effective educational program. (Concern of the State Education Plan Advisory committee)

Examine parent education and outreach programs. (Concern of the State Education Plan Advisory Committee)

2. Supporting Rationale

The management of a large, complex organization requires timely information. Further, it is expected that the demands for educational information will increase during the Eighties. Another information requirement concerns development of quality programs based on analysis of information.

The provision of educational services and facilities involves the essence of education and is recognized by the Board of Education's philosophy of education to the effect that: Democracy demands citizens who know how to learn and inquire, who communicate effectively, and who are guided by critically-determined and commonly-shared values. The preservation, promotion, and improvement of a democratic society requires the formal schooling of its children, youth, and adults.

From time to time new facilities and services are needed in areas where population has increased; typically, this occurs when a new housing development is constructed. The processes leading to the construction of a new school are complex and necessitate close and continuous coordination among State agencies, County agencies, and private developers. A brief summary will serve to illustrate the coordination attendant to land use that is required.

The processes leading to the construction of a new school are usually set into motion when land is rezoned or when a housing developer applies to a County for permission to build. Copies of the application are sent for review to all State and County agencies affected. The Department of Education is one of these agencies. The Department's concern is to provide facilities and services to students who arrive as a result of a new housing development. Student projections are prepared and if the need for a new school is determined, the Department of Education contacts the Department of Accounting and General Services. The Department of Accounting and General Services conducts a site selection study and an environmental impact study. The Department of Education reviews and makes recommendations to the Department of Accounting and General Services which then submits its recommendations to the Governor, who makes the final decision on the site selection. After the Governor selects the site, the school is then designed and the budget prepared. Continuous monitoring of the developer's progress is required because zoning problems, financial problems, strikes or other problems may delay progress. Even when development progresses, the Department examines

alternatives, such as busing, so that construction of a new school takes place only when absolutely needed.

Currently, the proposed school of Makawao Intermediate of Maui is expected to open in 1984. Other proposed schools may include: 1) Hanamaulu Elementary, Kauai; 2) Makaha Elementary, Makaha; 3) Waiakea-uka Elementary, Hilo; 4) Mililani IV Elementary, Mililani; 5) Maili-kai Elementary, Maili; 6) Ewa II Elementary, Ewa; 7) Kahuku Elementary, Kahuku; and 8) Lahaina Elementary, Maui. The Department of Education coordinates with the Department of Accounting and General Services on repair and maintenance of schools. Major improvements, too numerous to list, can be found in the Capital Improvements Budget for the Fiscal Biennium 1979-1981 and the Capital Improvements Program for the Planning Period 1981-1985.

Concerning the consolidation of schools, the Department of Education is operationally guided by Rule 45, "Relating to the Consolidation of Public Schools." Rule 45 states that: "Schools shall be consolidated whenever feasible, practical, and desirable in the best interest and welfare of our children. Consolidation may be initiated by the department or by patrons."

In the United States, education has been traditionally controlled by the local communities. Today, rapidly changing institutions, values, and lifestyles make involvement of parents and citizens even more important. Schools would benefit from the community's talents, energy, and ideas. In addition to the schools benefiting from the community's involvement, the community could benefit from the use of school facilities and participation in parent educational programs and in other community centered programs and services.

3. Delivering Computer Data Processing Services

a. Current Situation

The Department of Education is a large, complex organization. It is charged with providing a free public education to all students in the State, operating the public libraries, and providing adult education services. In general, essential services and facilities are being provided in accord with the responsibilities of the Department.

In order to improve the services and management of a large, complex organization, increased data processing services are needed. Current services are provided by the Data Processing Services Branch, Office of the Superintendent, which is staffed by eleven State funded positions supplemented with ten federally funded positions. Current developmental efforts include the areas of student records and the budget system. In addition, the staff maintains over 1,400 computer programs for applications already operational in the areas of personnel and business. The maintenance responsibility includes analysis and programming required to modify programs in response to changes in laws, Departmental policies, collective bargaining, hardware and

procedures of the Electronic Data Processing Division of the Department of Budget and Finance. The current configuration does not permit maximum utilization of computer services for a large organization.

The needs in the area of computer support and plans to meet those needs are expressed in the Department of Education Plan for Computer in Education, August 3, 1982. The Educational Information System portion of the Plan lists seven areas in need of computer support such as student, evaluation, personnel, budget, financial, property, and planning.

Fundamental to any curriculum effort are the data with respect to student progress that permit both diagnosis and evaluation of individual students, and evaluation of the effectiveness of instructional programs. Testing includes a wide variety of instruments, from those created by teachers to assess how well students are mastering particular subject areas, to those developed and used as nationwide indicators of student skill levels. As described earlier, Hawaii has a broad-based assessment program which includes a variety of performance measures. In this discussion attention is focused on the following sets of tests and related data:

1) Norm Referenced Tests: Nation-wide Programs

- School and College Ability Test (SCAT) and Sequential Tests of Educational Progress (STEP). These tests were administered from the early 1960's through 1975, at which time they were considered obsolete and replaced.

- Stanford Achievement Test (SAT). Beginning in 1975 with grades 4, 6, 8, and 10, and beginning in 1979 with grade 2, the SAT will be administered through the Eighties. It will be administered to all students until the Competency-Based Measures under development by the Department are fully functional and thereafter the Stanford Achievement Test will be given only on a sample basis.

2) Criterion-Referenced Tests: State of Hawaii Programs

- Competency-Based Measures (CBM). Now under development, these tests will measure student performance according to the performance expectations defined for grade levels, and will be administered to grades 3, 6, 8, and 10. They are expected to become operational beginning with the third grade in 1982.

- Hawaii State Test of Essential Competencies (HSTEC). Developed to serve as a certification test for high school graduation, HSTEC was first administered in 1978 to 10th grade students. It will serve as a certification exam, available at the 9th grade and required for graduation

beginning with the 1983 graduating class until the CBMs are fully in place. Two alternative modes of demonstrating mastery of the Essential Competencies are now being developed.

It appears that although the norm-referenced testing programs have been in place for more than fifteen years, neither test results nor related student background information is accessible in a form which permits the level of analysis desirable either for long-term assessment of trends in student progress (longitudinal analysis) or program evaluation. Sources of these limitations are to be found in a) the current status of the test data, b) in the structure of computer files which require a separate set of files for test data and student background information, and c) in limitations imposed by the current configuration of computer hardware. Discussion will focus on the first two points.

Raw data from the Stanford Achievement Test now exist in computer files. However, the data are not accessible in the type of longitudinal format that permits comparison of individual student progress. Beginning in 1982, however test data can be analyzed by computer in conjunction with student background information for selected grades. Thus, important aspects of the investment in a testing program are beginning to be exploited, and this will increase the ability of the Department to evaluate and diagnose student progress in the basic skills area.

In addition to longitudinal analysis, these testing programs are intended to serve as a diagnostic tool for teachers in appropriate grade levels. The tests are administered in the fall and results are intended to serve as guidelines for teaching programs during the current year. It appears that the procedure, organization and computer program for scoring tests often result in the return of test scores to schools at a point in the year much later than is most useful for curriculum modification, or remedial assistance to students.

There are a number of factors that contribute to this situation; two examples are presented here. First, test answer sheets often contain important errors. Errors with student identification numbers, particularly in grades 8 and 10, delay the processing by days and even weeks, as testing personnel seek to clarify incorrect numbers and match answer sheets with student names. Second, it is assumed that if tests are returned too late in the school year to be of benefit to teachers, teacher motivation to monitor testing procedures and/or to encourage students to care about the test would be low.

It is particularly timely to address these questions for the 1982-1989 planning period because the Department of Education is engaged in a major effort to develop a new testing program, the Competency-Based Measures. Problems which arose in the past can be avoided in a new testing program. Also, efforts to reorganize data files can provide the Department with longitudinal

information on student progress over ten-year periods which will assist comparisons with the Competency-Based Measures as they come into use.

b. Proposed Approach

The proposed approach is to support additional personnel, software and hardware needs expressed in the Department of Education Plan for Computers in Education, August 3, 1982. Meeting the needs expressed in this document is expected to improve record-keeping, processing, retrieving, and analyzing data to operate the Department of Education.

The proposed approach is also intended to complement and build upon the Department of Education Plan for Computers in Education, August 3, 1982. The approach addresses the re-building of existing data for use in longitudinal comparisons of student progress, modifying current computer programs for scoring and analyzing Stanford Achievement Test scores, and improvements in the administration and use of Stanford Achievement Test scores.

The proposed approach also involves considering the increased use of technology. Technology should be considered as it increases effectiveness and decreases costs. Education currently is labor intensive rather than capital intensive; people are utilized to accomplish educational objectives as contrasted with such industries as the automotive factory where machines are used to produce products. Over time, capital intensive industries cost consumers less than labor intensive industries because salaries and benefits rise faster than capital costs.

In brief, if current trends continue, educators will be faced with increased demands for services accompanied by decreased real dollars because of losses from inflation, salary increases, and possible recessions. Thus educators must find creative ways to use technology. Increasing the Department's data processing capabilities will permit consideration of a computer-assisted instruction pilot project as computer costs continue to decrease and as computer effectiveness continues to increase.

1) Assumptions and/or External Events

Three assumptions underlie this approach. First, that the demands for educational information will continue unabated during the Eighties and hardware costs will continue to decrease. Second, that a sound testing program and the ability to analyze test results for both student evaluation and diagnosis and program evaluation are essential to the development of quality educational programs. Third, that the Stanford Achievement Test will be fully in use in some grades for at least another five years until Competency-Based Measures are in place for all grades, and there should be an investment in correcting the current scoring program so that

schools and teachers obtain test results as quickly as practical.

There is little point here in listing the long series of advances in computer technology--both hardware and software--that have occurred during the past five years. A few are particularly relevant for Hawaii, however. First, data base management techniques have vastly increased the possibilities for multiple use of data files. Second, hardware costs have decreased dramatically, allowing the purchase of more power per dollar investment than ever before. Mini- and micro-processors permit the creation of hierarchical computer systems in a way that maximizes the efficiency of both computer management and service to the user.

2) Target Groups

The target groups include the Data Processing Services Branch as well as programs and functional units requiring data processing.

There are few groups within an educational organization who will not benefit from data systems that improve the ability to analyze test results and student background information. Teachers and principals benefit immediately from the timely availability of diagnostic data on individual students. Educational specialists, program managers, and program evaluators benefit from the capability to perform sophisticated levels of analysis with respect to student performance in areas addressed by particular programs. These same persons benefit from the efficiency of computer-processing of data on almost 162,000 students and dozens of programs. Finally, at the State level, administrators obtain information which allows them to both evaluate program effectiveness for planning purposes, and student achievement for comparison with national data.

3) Activities

Activities include continued coordination with the Department of Budget and Finance, submission of budgets for personnel, hardware and software requests to the Legislature, and development of an educational management information system. Activities also involve work with teachers to improve the administration of tests and collecting of student data, efforts to reorganize existing data files, and the development and implementation of a plan to create data files for new testing programs.

4) Indicators of Accomplishment

Indicators of accomplishment include a budget supported by the Department of Budget and Finance, funding by the Legislature, and the full implementation of an educational management

information system. Additionally, success in improving diagnostic and evaluative data will influence educational processes in subtle ways. First, teachers should receive better information on a more timely basis thereby enabling them to modify their teaching programs to better meet student needs. Second, administrators should experience an increase in the level of efficiency of analyzing data for questions that relate to student progress in the basic skills area. Third, decision-making with respect to educational programs can be made on a basis of fact, as well as impressions. In the end, it should be possible to answer the questions: Are students learning more than they were before? And, if so, why?

5) Costs

The report prepared by the Data Processing Services Branch outlines the costs associated with the development of a full computer-based information system. The additional funds needed would be approximately $950,000 in 1983-1985, $750,000 in 1985-1987, and $150,000 in 1987-1989. The other activities proposed here can be accommodated within the proposed and on-going budgets.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION CONTINUE TO INFORM AND COORDINATE WITH THE DEPARTMENT OF BUDGET AND FINANCE ON FUTURE DATA PROCESSING NEEDS TO ENSURE THE PROVISION OF ADEQUATE HARDWARE, SOFTWARE AND PERSONNEL RESOURCES. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION COMPLETE DEVELOPMENT OF AN EDUCATIONAL MANAGEMENT INFORMATION SYSTEM AND THAT FUNDING REQUESTS FOR HARDWARE, SOFTWARE, AND PERSONNEL BE PRESENTED TO THE LEGISLATURE. THE TIME FRAME IS 1983-1989.

3) THAT THE DEPARTMENT OF EDUCATION REDESIGN THE STUDENT ANSWER SHEETS AND RE-PROGRAM THE COMPUTER SCORING SYSTEM FOR THE STANFORD ACHIEVEMENT TEST SO THAT SCORING CAN BE PROCESSED ON A TIMELY BASIS AND RETURNED TO TEACHERS IN TIME TO BE OF MAXIMUM USE. THE TIME FRAME IS 1983-1985.

4) THAT THE DEPARTMENT OF EDUCATION ENSURE THE DEVELOPMENT OF A COMPUTERIZED SCORING SYSTEM AND A LONGITUDINAL DATA BASE FOR THE COMPETENCY-BASED MEASURES AND STUDENT BACKGROUND. THIS SYSTEM SHOULD BE DEVELOPED AS THE COMPETENCY-BASED MEASURES GO INTO OPERATION FOR EACH SUCCESSIVE GRADE LEVEL. THE TIME FRAME IS 1983-1989.

5) THAT THE DEPARTMENT OF EDUCATION REVIEW THE IN-SERVICE TRAINING AVAILABLE TO TEACHERS REGARDING TESTING PROCEDURES AS PART OF THE DEVELOPMENT OF A STAFF DEVELOPMENT PLAN. THE TIME FRAME IS 1983-1985.

4. Delivering Instructional Media Services

a. Current Situation

This program contributes to the improvement and enrichment of the intellectual development, personal development, aesthetic appreciation, and leisure time activities of students. This contribution is made by providing audiovisual materials such as films and programs, reading materials such as books and magazines, equipment such as movie projectors and television sets, and services such as assisting school staffs in curriculum planning, research, development and evaluation. The program provides in-service training in the effective utilization of equipment and materials; it assists teachers in the evaluation, selection and use of textbooks and other curricular materials and equipment, including new developments in educational technology such as computers and videodiscs; and it provides facilities such as school libraries and audiovisual centers. The program also contributes through producing instructional television programs, producing audiovisual materials, and by reproducing audio and video materials.

The school library can make a vital contribution to basic skills, because the student can best develop and extend his/her reading and other basic skills by using other study skills promoted by library use. The Hawaii Educational Assessment Reading Report published in 1978 stated that students were not doing well in the area of library skills. On-going monitoring of schools indicates that assistance is needed in evaluation, selection, maintenance, and effective utilization of equipment.

b. Proposed Approach

The proposed approach includes implementation of recently developed curriculum guides such as Study Skills Related to Library Use: A K-12 Curriculum Guide for Teachers and Librarians; in-service training which emphasizes the teaching of library skills integrated with subject matter instruction; development of standards as needed, and compliance with existing standards for media equipment and materials; in-service training for evaluation, selection, maintenance and effective utilization of media equipment and materials; keeping abreast of new developments in educational technology such as computers and videodiscs, and begin exploring means to incorporate such developments as applicable and feasible.

1) Assumptions and External Events

It is assumed that with implementation of the curriculum guides, the students will show improvement in library and study skills. It is also assumed that improved instruction will result with effective utilization of well selected and carefully maintained media equipment and materials; schools will be able to begin using new technological developments in instruction where applicable and feasible.

2) Target Groups

The target groups are students in grades K-12, teachers, school librarians, and school, district and state administrators.

3) Activities

The Department will provide in-service training, monitoring and direct assistance in a) implementation of the library skills programs; b) evaluation, selection, maintenance and effective utilization of media equipment and materials.

The Department will continue review and evaluation of current trends and new developments in educational technology.

4) Indicators of Accomplishment

Indicators of Accomplishment include the delivery of library skills instruction, as observed and judged by administrators; student gains on formal assessments such as the Hawaii Educational Assessment Reading Report, and standardized test; and compliance with standards and effective use of media equipment and materials as observed and judged by administrators.

5) Costs

Activities can be accommodated within the on-going budget.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION CONTINUE TO IMPROVE INSTRUCTION IN STUDY SKILLS RELATED TO LIBRARY USE UNTIL ASSESSMENTS SHOW IMPROVEMENT. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION PROVIDE IN-SERVICE TRAINING, MONITORING AND DIRECT ASSISTANCE IN A) IMPLEMENTATION OF THE LIBRARY SKILLS PROGRAM AND B) EVALUATION, SELECTION, MAINTENANCE AND EFFECTIVE USE OF MEDIA EQUIPMENT AND MATERIALS. THE TIME FRAME IS 1983-1989.

3) THAT THE DEPARTMENT OF EDUCATION ESTABLISH STANDARDS AS NEEDED AND COMPLY WITH EXISTING STANDARDS FOR MEDIA EQUIPMENT AND MATERIALS. THE TIME FRAME IS 1983-1989.

4) THAT THE DEPARTMENT OF EDUCATION CONTINUE TO EXPLORE AND EVALUATE THE INSTRUCTIONAL USE OF NEW TECHNOLOGICAL DEVELOPMENTS SUCH AS COMPUTERS AND VIDEODISCS, AND BEGIN INCORPORATING SUCH DEVELOPMENTS AS APPROPRIATE AND FEASIBLE. THE TIME FRAME IS 1983-1989.

5. Delivering Public Library Services

The Public Library System is an independent system from the Public School System. It serves the general population with the mission of meeting the informational needs of all persons. Since the Public Library System do contribute to the general education of school-age children, it has been included as support services in the State Education Plan and the State Education Plan Technical Reference Document as education is the focus.

a. Current Situation

The governance of the public library program was changed in 1981, making the State Librarian an executive officer reporting directly to the Board of Education.

The public library system operates a library program that will improve and enrich the intellectual development, personal achievement and leisure time activities of the public by providing appropriate reading, information retrieval, and audiovisual materials and services.

The public library system plans, develops, and operates integrated library services through Hawaii State Library, Library for the Blind and Physically Handicapped, 6 regional, 26 community, 11 community-school libraries, and 5 bookmobiles, located throughout the State.

b. Proposed Approach

The proposed approach is to continue and expand through automation and other new technology information services to the general population.

1) Assumptions and/or External Events

Major external trends affecting the public library system are: a) increase in the amount of information available in the world; b) the escalating cost of the publication and production of information into library materials; c) the use of computers to assemble and control the use of library materials; and d) the increased sophistication of library patrons who demand and use information in a variety of forms.

Finally, a major external factor impacting on the public library system's ability to deliver services is the anticipated loss federal funds in the President's budget for PL 95-123 Library Services and Construction Act.

2) Target Groups

The target groups include all residents of and visitors to Hawaii.

3) Activities

The public library system will:

a) Provide a variety of free services and resources, print and non-print, in English and other languages, to meet the educational, economic, professional, cultural and societal needs of all segments of the population.

b) Coordinate and plan statewide programs and projects using innovative updated techniques to reach non-users and to increase the use of libraries.

c) Develop and participate in interlibrary cooperation to promote interagency, interjurisdictional sharing of resources and services through audiovisual and data transmission networks or other appropriate nodes.

d) Transcribe library materials for the blind, school students and the public, by the Library for the Blind and Physically Handicapped.

e) Order, catalog, process, distribute and maintain the records of library materials for all public school and public libraries in the State by the Centralized Processing Center.

4) Indicators of Accomplishment

Analyses of public library system activities are conducted annually and based on two statistical gathering methods: continuous statistical counts and one sample study done in October of each year. The measures of effectiveness are a) per cent of population who are users; b) per cent of the week library services are available; c) probability of obtaining recently published books; d) probability of obtaining periodicals; e) probability of obtaining reference resources; and f) per cent of libraries served.

5) Costs

Increased costs for the public library system reflect the need of library patrons for more and recent information; the rising costs of maintaining adequate library collections; the

considerable costs needed for completing the automated circulation module from four initial libraries to a statewide system; and the need to continue some of the basic services previously funded by the federal PL 95-123. The additional funds needed would be approximately $750,000 in 1983-1985.

c. Recommended Implementing Actions

1) THAT THE BOARD OF EDUCATION SEEK FUNDS TO AUTOMATE THE MAJOR OPERATIONS OF THE PUBLIC LIBRARY SYSTEM INCLUDING THE CIRCULATION, CATALOG AND LIBRARY MANAGEMENT INFORMATION SYSTEMS. THE TIME FRAME IS 1983-1989.

2) THAT THE BOARD OF EDUCATION SUPPORT A PLANNING PROCESS UNDERTAKEN BY THE LIBRARY SERVICES AND CONSTRUCTION ACT ADVISORY COUNCIL TO DEVELOP A 6-YEAR MASTER PLAN (1983-89) FOR PUBLIC LIBRARIES THAT INCLUDES HUMAN RESOURCES, MATERIALS DEVELOPMENT AND COLLECTION, FACILITIES, AND NEW TECHNOLOGY. THE TIME FRAME IS 1983-1984.

3) THAT THE BOARD OF EDUCATION PREPARE A COMPREHENSIVE STAFF DEVELOPMENT AND CONTINUING EDUCATION PLAN FOR PUBLIC LIBRARY SYSTEM STAFF WHICH CONSIDERS: A) ACTIVE EMPLOYEE PARTICIPATION IN THE PLANNING, CONDUCT AND ASSESSMENT OF IN-SERVICE TRAINING; B) PROGRAM, PERFORMANCE, AND INDIVIDUAL EXPECTATIONS; C) UNIFORM ADMINISTRATION OF DISCRETE ACTIVITIES; AND D) COORDINATION OF STAFF DEVELOPMENT ACTIVITIES AND CONTINUING EDUCATION OPPORTUNITIES WITH THE EXISTING PERSONNEL PROGRAM, SUCH AS STAFF EVALUATION, RECLASSIFICATION, PROMOTION, INCENTIVES, AND APPROPRIATE TIMES. THE TIME FRAME IS 1983-1985.

4) THAT THE BOARD OF EDUCATION INCREASE ITS EFFORT TO INFORM THE PUBLIC OF LIBRARY MATERIALS, SERVICES, AND PROGRAMS THROUGH SUCH MEANS AS PAMPHLETS, BROCHURES, LEAFLETS, PUBLIC SERVICE SPOT ANNOUNCEMENTS, AND TELEVISION REPORTS. THE TIME FRAME IS 1983-1989.

5) THAT THE BOARD OF EDUCATION SUPPORT LEGISLATION TO DEVELOP A STATE FUNCTIONAL PLAN FOR PUBLIC LIBRARIES AS ADDITIONAL FUNCTIONAL AREAS ARE CONSIDERED TO FURTHER IMPLEMENT THE HAWAII STATE PLAN. THE TIME FRAME IS 1983-1987.

6. Encouraging Community Involvement

a. Current Situation

Mechanisms and opportunities presently exist for parental and community involvement in public education at the school, district, and State levels. School Community Councils are established at each school to provide for community participation and to enable each principal to consider the views and expectations of parents and others. The School Community Councils serve as grassroots

communications links to the principal, to the district School Advisory Councils and to the Board of Education.

District level parent and community involvement takes place at district School Advisory Council meetings and County Library Advisory Commissions. There is one Advisory Council in each school district for a total of seven councils. The members of the School Advisory Councils are appointed by the Governor. The purpose of the Councils is to advise board members and the district superintendent. Monthly School Advisory Council meetings are usually held at different schools to encourage public participation.

There are also County Library Advisory Commissions for public libraries, which not only work with district administrators, but also advise the Board of Education. Members of the County Library Advisory Commissions are appointed by the Governor of the State of Hawaii.

State level parent and community involvement takes place at Board of Education meetings. The Board of Education extends every courtesy to the public and encourages the public to attend meetings and express views on policies and concerns. The meetings are held on the first and third Thursdays and, except for occasional executive sessions, are open to the public. In addition, Board Standing Committees meet regularly and these meetings are also open to the public. Other State level councils and commissions, to name a few, include the Title IV Hawaii State Advisory Council, the State Advisory Council on Library Services and Construction, the Affirmative Action Advisory Council, the Hawaii State Adult Education Advisory Council, and the Vocational Education Coordinating Advisory Council; their meetings are also open to the public.

At the national level a major thrust for citizen participation and involvement is evident with the passing of the new legislation--The Comprehensive Community Education Act of 1978, Title VIII.

Since 1945 the Department has conducted an Adult Education Program of less than college level to provide further opportunities for personal development. The Department operates the Program on the premise that education is a continuous, lifelong process and that education contributes toward improving one's quality of life.

Until 1970, basic skills constituted a major emphasis. In recent years, enrollment in homemaking, parenting, civics, naturalization, cultural and recreational courses has increased dramatically. Indeed new programs and services have been added within the past few years to the Adult Education Section of the Department. The Section, now known as the Adult and Early Childhood Section, administers the following programs:

Program	Target Population
• Adult Education Program	18 years and older
• Early Childhood Program	0 to 8 years (prenatal through Grade 3) and their parents
• Indochinese Refugee Program	Indochinese, 16 years and older
• Senior Citizen Program	60 years and older
• Community Education Program	All members of the community

The results of the Ninth Annual Gallup Poll (1978) revealed nationwide acceptance of the view that parents must work closely with the schools. More than three out of four adults polled indicated approval of the idea of offering courses to parents. This approach also involves providing parent education activities which assist their children's educational progress. Activities might include opportunities for positive communication, such as potluck dinners and social hours; subjects might include school-parent-adolescent relationships, drugs, alcohol, and/or dating. Surveys might also be used to identify activities and topics of interest to communities.

Current resources do not permit full services to all target populations. Thus, any extension of services must be accompanied by curtailing present services, finding alternatives which increase efficiency, and additional funding. Community services will be coordinated through the Section's newest component, Community Education, which encompasses school-community partnership and community participation.

b. Proposed Approach

The proposed approach begins with the recognition of the need to achieve a common understanding of community involvement in school affairs. The purpose is to accommodate diverse points of view, avoid or reduce unproductive conflicts resulting from fear and mistrust, surface and resolve unavoidable conflicts from honest differences of opinions, and benefit from the interests, perceptions and convictions of the lay public. The approach involves providing teachers and administrators with problem-solving skills to incorporate community participation in the decision-making process in meaningful and productive ways. It involves appointing working groups and providing training in collaborative techniques to achieve accommodation, compromise and consensus. The approach involves using higher education personnel to assist the Department. The approach also involves monitoring promising projects which deal with community involvement. For

example projects of Kalani High School and Kamiloiki Elementary School concern the well-being of the citizens in relation to community resources. Also, the Parent Involvement Model which is currently being developed by the Office of Instructional Services is designed to assist districts and schools in developing, coordinating, and promoting parent involvement. The approach involves expansion of the functions of the Adult and Early Childhood Section to include community education.

1) Assumptions and/or External Events

It is assumed that community involvement is essential to the health of public education; indeed, the demand for meaningful involvement will increase. Further, community involvement, while often confusing, sometimes frustrating, but never boring, will lead to educational improvement. Support for community education is expected to continue nationally in the next decade in response to public demands and the impetus provided by the federal government.

2) Target Groups

The target groups include teachers and administrators of the Department of Education and all members of their communities.

3) Activities

Activities include informing citizens of the opportunities to participate, forming work groups, providing training to work groups, involving parents and the community in school and curriculum decision-making.

4) Indicators of Accomplishment

Indicators of accomplishment include increased community involvement and increased community support for education.

5) Costs

Costs include on-going staff time of administrators. Coordination with higher education personnel is expected to result in community service consultations.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION INCREASE ITS EFFORTS TO INFORM THE PUBLIC OF OPPORTUNITIES TO PARTICIPATE IN SCHOOL, DISTRICT, AND STATE LEVEL AFFAIRS, THROUGH SUCH MEANS AS PAMPHLETS, BROCHURES, LEAFLETS, PUBLIC SERVICE SPOT ANNOUNCEMENTS, AND TELEVISION REPORTS. THE TIME FRAME IS 1983-1985.

2) THAT THE DEPARTMENT OF EDUCATION COORDINATE WITH HIGHER EDUCATION FOR TRAINING IN COMMUNITY PARTICIPATION AND INVOLVEMENT FOR TEACHERS AND ADMINISTRATORS OF THE DEPARTMENT. THE TIME FRAME IS 1983-1985.

3) THAT THE DEPARTMENT OF EDUCATION'S PRINCIPALS AND DISTRICT SUPERINTENDENTS INCREASE PARTICIPATION BY THEIR COMMUNITIES IN EDUCATIONAL AFFAIRS OF THEIR RESPECTIVE SCHOOLS AND DISTRICTS. THE TIME FRAME IS 1985-1989.

4) THAT THE DEPARTMENT OF EDUCATION DEVELOP THE PHILOSOPHY AND PRACTICES OF COMMUNITY EDUCATION AND ESTABLISH ITS RELATIONSHIP WITHIN THE ADULT EDUCATION PROGRAM. THE TIME FRAME IS 1983-1989.

5) THAT THE DEPARTMENT OF EDUCATION ASSIST PRINCIPALS THROUGH SUCH MEANS AS SURVEYS AND CONFERENCES TO DETERMINE TOPICS OF INTEREST TO PARENTS AND COMMUNITY MEMBERS AND WITH OUTREACH PROGRAMS ON IDENTIFIED TOPICS OF INTEREST SUCH AS SCHOOL-PARENT-ADOLESCENT RELATIONSHIPS, PARENTING, AND DATING. THE TIME FRAME IS 1983-1989.

7. Encouraging the Use of School Facilities

a. Current Situation

State statutes, as well as Departmental policies, regulations and rules, make school facilities and grounds available for community use. For example, Hawaii Revised Statutes, Section 298-23, covers the use of school facilities for recreational and community purposes; and the Hawaii Revised Statutes, Section 298-24 covers the use of school buildings by citizens of the State for lawful purposes. Department of Education's rule 6.8, Use of School Buildings, Facilities, and Grounds, and Rule 7, Use of Cafeteria and School Equipment, delineate categories of uses. Table 9 summarizes the meetings, classes and activities in school facilities by categories for 1979; the table also displays the varied uses of school facilities.

TABLE 9

NUMBER OF MEETINGS, CLASSES AND ACTIVITIES BY CATEGORIES
Fiscal Year 1979

Districts	CATEGORIES					
	Type1	Type2	Type3	Type4	Type5	Total
Honolulu	714	458	494	283	101	2,050
Central Oahu District	95	312	113	103	18	641
Leeward Oahu District	102	278	93	98	10	581
Windward Oahu District	174	343	86	93	18	714
Hawaii District	1,478	434	302	77	21	2,312
Maui District	260	170	117	87	25	659
Kauai District	105	88	62	13	9	277
TOTALS	2,928	2,083	1,267	754	202	7,234

Category Use:

Type 1. Public school PTA, school, department or other governmental agency sponsored or co-sponsored meetings, classes, and other activities to serve the patrons of the school and the community.

Type 2. Community associations or youth clubs sponsored by a non-profit community organization to hold meetings, classes, or other activities to which no admission charge is made, collection taken or donation received.

Type 3. All other educational, recreational, or service groups conducting community affairs to which admission charge is made, collection taken or donation received.

Type 4. All other educational, recreational, or service groups conducting community affairs to which admission charge is made, collection taken or donation accepted.

Type 5. All personal use requests or those from private enterprises and organizations established for the purpose of making a profit for the benefit of private stockholders or individuals and organizations conducting classes in which the tuition or class fee exceeds $1.25 per hour, when comparable private facilities are not available.

Some of the school facilities are being utilized during the summer months for the Summer School Programs and Summer Fun Programs. The 1981 Summer School Program for regular students was conducted at 46 schools throughout the State of Hawaii to meet the educational needs of the students. Over 17,000 students enrolled for the 1981 Summer School Program.

Some school facilities are being utilized after normal school hours by the Adult Education Program and other community groups as well as school-related extra-curricular activities. A few school facilities are also being used during normal school hours for adult education classes and the demand for adult education classrooms is steadily increasing with the influx of immigrants. To provide increased opportunity for the people of Hawaii, the Department of Education offers an adult education program of less than college grade to be conducted, wherever feasible, in public school buildings using public school equipment.

As rapidly as facilities are available and interest is apparent, courses are offered in the following fields: 1) basic elementary education, 2) advanced elementary education, 3) secondary education, 4) homemaking and parent education, 5) civic training, 6) naturalization training, and 7) cultural opportunities. Although enrollment in the Department's Adult Education Program has increased steadily to over 41,000 students annually during the past eight years, there still remains a need for further expansion and improvement to meet basic and practical educational needs of thousands of new immigrants, high school dropouts, homemakers, senior citizens and other target groups served by the program. The current enrollment level is 65,000 to 70,000 annually.

b. Proposed Approach

The proposed approach involves further encouraging the maximum use of school facilities and the provision of parent education activities. Encouraging the use of school facilities includes publicizing facilities available through public announcements and through coordination with other governmental agencies. It also includes revising rules so that user fees cover the increased operating costs. It should be noted that this approach will increase energy use in contradiction to our energy conservation efforts.

Hawaii's enrollment decline is not expected to result in severe dislocations. The projected loss is from 168,000 students in 1979 to 162,000 in 1982; the student population is then expected to increase to approximately 166,000 by 1985. The decline during the period 1979-1982 is projected at the secondary level. However, complicating the projection is a shifting population, e.g., while the Honolulu district and to some extent the Windward District, will decline, the student populations of Central, Leeward, and Maui Districts will increase. These shifts mean that some classrooms will be freed and can be used to improve education by establishing centers in such areas as reading, math and science.

Classrooms that are not used for instructional and other Departmental priority purposes may be used to establish parent/community rooms which would serve as centers of operations for school community councils and community education programs and activities. These centers could coordinate parent involvement and parent education and community needs.

1) Assumptions and/or External Events

The major assumption is that cooperation among the parents, communities and the schools clarifies roles and results in suggestions that benefit students.

2) Target Groups

The target groups include administrators, parents and interested members of the school communities.

3) Activities

Activities include publicizing rules, regulations and procedures relating to the use of school facilities, conducting training in facilities management, providing activities for parent-community-school cooperation and revising rules so that user fees will make up for the increased costs.

4) Indicators of Accomplishment

Indicators of accomplishment include the use of school facilities and providing activities for parent-community-school cooperation.

5) Costs

There may be some direct personnel costs. Indirect costs include time expenditures by principals. Increased use of facilities will cause increased personnel, maintenance and utility costs which will be made up through fees collected from users by revising the rules.

c. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION PUBLICIZE THE AVAILABILITY OF FACILITIES THROUGH PUBLIC SERVICE ANNOUNCEMENTS AND THE DISTRIBUTION OF BROCHURES ON POLICIES, RULES, AND REGULATIONS AND REVISE RULES TO PROVIDE APPROPRIATE FUNDS FOR INCREASING COSTS FOR PERSONNEL, REPAIR AND MAINTENANCE, AND UTILITIES. THE TIME FRAME IS 1987-1989.

2) THAT THE DEPARTMENT OF EDUCATION COORDINATE TRAINING ON FACILITIES MANAGEMENT FOR PRINCIPALS ON SUCH SUBJECTS AS SCHEDULING AND MAINTENANCE. THE TIME FRAME IS 1985-1989.

3) THAT THE DEPARTMENT OF EDUCATION ENCOURAGE INCREASED USE OF SCHOOL FACILITIES FOR STUDENTS AFTER-SCHOOL ACTIVITIES, INCLUDING CLASSES. THE TIME FRAME IS 1983-1989.

C. Assuring Public Safety and Protection of Life and Property

1. Goals

This section attends to the following State objectives, State policy, State priority direction, and Advisory Committee concerns:

Assurance of public safety and adequate protection of life and property for all people. (Objective: Sec. 26, a(1), p.35; The Hawaii State Plan)

Support law enforcement programs aimed at curtailing criminal activities. (Policy: Sec. 26, b(1), p. 35; The Hawaii State Plan)

Promotion of a sense of community responsibility for the welfare and safety of Hawaii's people. (Objective: Sec. 26, a(3), p. 35; The Hawaii State Plan)

Support law enforcement activities that provide a safer environment for both visitors and residents alike. (Priority Direction: Sec. 103, b(11), p.42; The Hawaii State Plan)

Provide a safe and secure environment for schools and libraries. (Concern of the State Education Plan Advisory Committee)

Decrease school violence and vandalism. (Concern of the State Education Plan Advisory Committee)

2. Supporting Rationale

One of the basic human rights recognized by the founders of this nation is the pursuit of happiness. But happiness cannot be achieved in an atmosphere of fear, or when theft and destruction of property are frequent.

Certainly fear of bodily harm in schools and libraries neither contributes to happiness nor to the educational process. The number of cases reported on the newly implemented School Security Report (Form 450) showed 404 offenses against persons which included assaults, fights, gang fights, robbery, and sex offenses for 1979. Only 80 of the 228 schools reported incidents on the School Security Report which made it difficult to obtain an accurate picture of offenses against persons. However, as a result of greater awareness, use of the report has increased. In 1980 a total of 1,315 offenses against persons were reported by 158 schools and in 1981 a total of 1,731 offenses against persons were reported by 191 schools. The average number of incidents per school reporting also increased over this period from 5 incidents per school reporting in 1972 to 9 incidents per school reporting in 1981.

A reason for pursuing the objective of protecting property involves the cost to taxpayers. In 1978-79 there were 341 incidents of burglary in schools and offices at a cost of approximately $221,000 while in 1980-81, there were 221 incidents at a cost of approximately $110,000. The decline in burglary incidents and losses appears to be the result of the "Hukilau" and "Sting" operations conducted by the Honolulu Police Department in 1978, night security programs at the schools, and alarm systems in some schools. Vandalism costs remain high despite a decline from $482,901 in 1978-79 to $454,601 in 1979-80. The vandals, burglars, and arsonists may not be students of the school, and the reasons behind their acts may lie within the community itself.

3. Current Situation

There are a variety of programs which contribute toward a safe and secure environment. The following programs provide the most direct contributions:

a. Counseling (EDN 206)

This program includes counseling students who have emotional or social adjustment problems which could lead to antisocial behaviors.

b. Regular Instruction (EDN 105)

The courses in the regular instruction program can contribute to a safe and secure environment through meaningful and interesting instruction which results in student satisfaction with school.

Particularly relevant here are the guidance learnings and experiences which include personal development, social development, educational development and career development. Information, instruction, and experiential activities are provided to help students better understand themselves and to develop a positive concept of themselves, in getting along with others, in making constructive adjustment to school, and in making educational and career choices and decisions.

c. Student Activities (EDN 207)

This program involves students in activities of interest to them, such as dances, clubs, assemblies, student government, and athletics and intramurals. Such activities provide for positive uses of student time, promote a sense of achievement, and promote a sense of competence.

Athletics and intramurals provide opportunities for students to learn discipline, responsibility, and cooperation with others.

Social activities provide opportunities for students to share interest and knowledge and to become familiar with others, particularly other cultures and ethnic groups.

d. Compensatory Education (EDN 108)

This program includes projects and subprograms which deal directly or indirectly with some of the causes of antisocial behaviors. This program deals with such groups as alienated students, educationally disadvantaged students, and limited English speaking students. It should be pointed out that these students are not necessarily involved in antisocial behavior; however, unattended alienation and poor educational achievement are not conducive to a safe and secure environment.

This program also includes the coordination with other agencies such as the Family Court to provide services for the neglected and delinquent.

e. State Administration (EDN 303)

This program includes planning and designing facilities which are attractive as well as safe and secure.

f. Safety and Security Services (EDN 306)

This program includes services designed to protect persons and property and to provide technical assistance to the safety and security efforts of the schools. Components of this program include adult lunch supervisors; day and night security patrols for high risk schools and public libraries; safety and security aides, fire safety education, intrusion alarm systems; and planned programs, projects and activities within the schools.

g. School Administration (EDN 203)

Each school has prepared a plan to improve the safety and security of its campus. This program also includes coordination with and cooperation with the parents, the public, and public agencies to provide services to students.

4. Proposed Approach

The proposed approach is to continue the various efforts to curb the incidents of violence, vandalism, and burglaries. A State safety and security program plan should be developed and adopted for implementation. The plan should include steps to encourage the use of the School Security Report (Form 450) so that actions can be based on accurate data.

The plan should also seek to identify, support, and disseminate successful programs. Provisions should be made to identify the many innovative and successful practices found in the schools; these promising practices might be included in a departmental system for locating and reporting innovative and exemplary programs and activities. One example of a successful practice involves support of the Law and Justice Awareness Program conducted by the Officers of the Community Relations Division of the Honolulu Police Department. This

Program provides such activities as classes, clubs, and discussions designed to: create a positive image of police work; develop appreciation for law, order and justice; and to maintain an atmosphere of control without the use of overt authority. Another example of a successful practice is the type of team building program which was provided by the Hawaii State Teacher's Association in cooperation with the Department. The essence of this approach is to train teams in problem solving so that they can work out solutions to the problems at their respective schools. This approach emphasizes the need to attend to personal needs, then to the processes of problem solving and lastly to the tasks at hand. The approach also emphasizes involvement acceptance, and support of the entire school staff as well as their communities.

The approach includes increasing services such as guidance instruction and counseling services to all students to help improve their self-concept, their attitudes toward others, and their adjustment to school.

The approach also includes increasing the emphasis on programs which promote discipline.

a. Assumptions and/or External Events

The major assumption is that violence, vandalism, and burglaries are the result of complex factors requiring varied approaches.

b. Target Groups

The target group includes students involved in antisocial behavior in the schools and the community. The target group for program improvement includes administrators, teachers, and counselors.

c. Activities

Activities include developing a comprehensive program plan; collecting accurate data which provide the dimensions of school violence, vandalism and burglaries; and identifying and disseminating promising, preventive and treatment practices. Activities also include emphasizing programs which provide needed instruction experiences and services.

d. Indicators of Accomplishment

Indicators of accomplishment include the development, adoption and implementation of a plan for safety and security, decreasing the number and proportion of incidents against persons, decreasing the incidents and costs of vandalism, decreasing the incidents and costs of stolen property.

e. Costs

The costs of developing the plan would be ongoing staff costs. However, the implementation of the plan may result in additional cost items.

Increasing services and instruction in the areas of Guidance, Student Activities, and Compensatory Education are reflected in other parts of this Document.

5. Recommended Implementing Actions

1) THAT THE DEPARTMENT OF EDUCATION EMPHASIZE PROGRAMS TO PROVIDE A SAFE AND SECURE ENVIRONMENT. THE TIME FRAME IS 1983-1989.

2) THAT THE DEPARTMENT OF EDUCATION DEVELOP A PROGRAM PLAN FOR SAFETY AND SECURITY WHICH COORDINATES VARIED EFFORTS, PROVIDES FOR ACCURATE DATA COLLECTION AND USE, IDENTIFIES PROMISING PRACTICES AND THEIR DISSEMINATION, AND SUGGESTS FURTHER IMPLEMENTATION OF PREVENTIVE AND TREATMENT PROGRAMS AND SERVICES. THE TIME FRAME IS 1983-1985.

3) THAT THE DEPARTMENT OF EDUCATION EMPHASIZE PROGRAMS TO HELP STUDENTS DEVELOP A POSITIVE SELF-CONCEPT, TO GET ALONG BETTER WITH OTHERS, AND TO ADJUST TO SCHOOL AS EXPRESSED IN THE COUNSELING PROGRAM. THE TIME FRAME IS 1983-1989.

D. Providing Equal Employment Opportunities

1. Goal

This section attends to the following State policy:

> Provide equal employment opportunities for all segments of Hawaii's population through affirmative action and anti-discrimination measures. (Policy: Sec. 6, b(13), p. 28; The Hawaii State Plan)

2. Supporting Rationale

The goal of providing equal employment opportunities is premised on the major philosophical belief that it is right and just to do so. Elimination of the various forms of discrimination has been a major effort of Federal and State Legislatures, the courts, and educational systems.

Federal legislation includes: a) Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 which prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex; b) the Equal Pay Act of 1963 which prohibits sex discrimination in salaries and fringe benefits for employees of educational institutions and agencies, including those in professional, executive, and administrative positions; c) Age Discrimination in the Employment Act of 1967 (P.L. 90-202) which

prohibits discrimination against employees on the basis of age between 40 and 69 years; d) Title IX of the Education Amendments of 1972 (P.L. 92-318) which prohibits discrimination against employees on the basis of sex; and e) Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) which prohibits discrimination against employees on the basis of physical or mental handicap.

The Hawaii State Legislature has enacted several laws which make it unlawful for an employer to refuse to hire or employ, or to bar or discharge from employment any individual because of race, sex, age, religion, color, ancestry, physical handicap, marital status, or arrest and court record. The law which pertains to the Department is Chapter 76, Civil Services Law, Section 76-44, of the Hawaii Revised Statutes which prohibits discrimination in public employment.

A substantial body of case law and legal precedent support the efforts to eliminate discrimination. Court cases arising from Title VII of the Civil Rights Act of 1964 fall into four general categories of discrimination. Disparate Treatment is the first category (Slack vs. Havens, Martin vs. Chrysler Corporation). Disparate treatment occurs, for example, when there is absolute refusal to consider blacks for employment or paying women lower wages than men for the same work.

Policies or practices which perpetuate the present effects of past discrimination is the second category (Quarles vs. Philip Morris, Inc., Local 189 Papermakers vs. United States). An example of this practice is a departmental seniority structure where the employer has departments of varying desirability and where a minority employee is unable to transfer from a department into which he was originally placed as a consequence of discrimination.

Policies and practices having disparate impact not justified by business necessity is the third category (Griggs vs. Duke Power Company). Such practices include requiring a high school diploma as a requisite for employment where fewer blacks than whites have such a diploma and the diploma cannot be shown to be job related.

The fourth category is failure to make reasonable accommodation to an employee's religious observance or practices (United States vs. Seeger, Welsh vs. United States, Cummins vs. Parker Seal Company). An example of this would include discharging a Sabbatarian for refusing to work on the Sabbath where an accommodation to the employee's religious practices would not work an undue hardship on the conduct of the employer's business.

The effort to provide equal employment opportunity includes: 1) Recruitment and Employment Policy (5100) of the School Code which clearly states that there shall be no discrimination on the grounds of race, color, religion, sex, age, or national origin in any area of the Department of Education, and that implementation of the Policy shall be the responsibility of the Superintendent and all State, district and school level supervisory and non-supervisory personnel of the Department; and 2) the Hawaii State Board of Education Policy, Goals, and Guidelines in the Department of Education for an Equal Employment Opportunity Affirmative Action Program, dated January 9, 1975, which

provides guidelines on programs reviewing the qualifications of every employee to insure full opportunities for promotion, expanding career counseling for all employees, expanding the job posting system, developing procedures to upgrade current staff before filling positions by external recruitment, reviewing wage administration procedures, insuring that supervisors are operating within equal employment policies, and insuring that complaints are heard and responded to.

3. Current Situation

The Department of Education is an equal opportunity employer; i.e., the Department employs and promotes personnel on the basis of training, competencies, and experiences. Merit, ability and experience are the primary considerations for employment and promotion rather than race, color, religion, sex, national origin or quotas to balance the workforce.

The Department's Affirmative Action Program involves a deliberate and sustained effort to identify and remove barriers to employment and advancement which may discriminate against various groups. This effort will include analyses of ethnic and sex representation of the certificated labor force as compared to the qualified labor force available in the State of Hawaii, and prudent good faith actions to improve the match between the Department's certificated labor force and the available qualified labor force.

The Affirmative Action Advisory Council on Equal mployment Opportunity, appointed by the Board of Education, advises Board on the Department of Education's activities to achieve equal mployment opportunity. More specifically, the Council: a) reviews implementation plans developed by the Department and makes appropriate recommendations to the Board to accomplish affirmative action goals; and b) evaluates new affirmative action plans as they are proposed and evaluates ongoing affirmative action programs of the Department of Education.

Affirmative action efforts taken by the Department to date are: a) issuing new guidelines for recruitment of casual temporary teachers (teachers employed on an hourly, non-contractual, no benefits basis for 17-1/2 hours or less per week) which uses statewide announcements rather than informal procedures; b) providing civil rights complaint procedure workshops for supervisory personnel which assist resolution of grievances stemming from alleged discriminatory practices; c) developing a record keeping system which enables the Department to keep track of all applicants; and d) developing a reporting system which is meaningful for the Department and permits compliance with the reporting requirements of the Equal Employment Opportunity Commission.

The Department has been actively pursuing policies of equal employment opportunity and affirmative action.

Table 10 indicates increases in representation in the educational officers labor force for Filipino, Hawaiian, Korean, White, Black, and

Others between 1976 and 1981. Also demonstrated is the increase in female representation.

Table 11 illustrates the increase of female representation among teachers as well as increases in ethnic group representation for Japanese, Filipino, Black, and Others between 1976 and 1981.

Table 12 illustrates the overall change between 1976 and 1981 by ethnicity and sex for all certificated labor force personnel. White and Chinese ethnic groups decreased representation while Japanese, Filipino, Black, and Others showed an increase in representation. There was no apparent change in representation for Hawaiians, Koreans, or females.

TABLE 10

ETHNIC AND SEX COMPOSITION OF THE
EDUCATIONAL OFFICERS LABOR FORCE

	1976[1, 3]	1981[2]
White	11.3%	11.6%
Japanese	67.1%	65.7%
Filipino	2.9%	3.1%
Hawaiian	5.2%	6.8%
Chinese	9.9%	8.0%
Korean	2.3%	2.6%
Black	0.0%	0.2%
Others	1.3%	2.0%
Male	74.5%	71.0%
Female	25.5%	29.0%

Sources:

1 Affirmative Action Plan for Minorities, Department of Education, 1976.

2 Department of Education Affirmative Action Program Annual Progress Report, 1980-1981.

3 Affirmative Action Plan for Women, Department of Education, 1976.

TABLE 11

ETHNIC AND SEX COMPOSITION OF THE TEACHER LABOR FORCE

	1976[1, 3]	1981[2]
White	17.6%	16.9%
Japanese	58.8%	59.4%
Filipino	2.3%	2.8%
Hawaiian	7.1%	7.0%
Chinese	8.7%	8.1%
Korean	1.3%	1.2%
Black	0.3%	0.4%
Others	3.9%	4.2%
Male	23.8%	23.7%
Female	76.2%	76.3%

Sources:

1 Affirmative Action Plan for Minorities, Department of Education, 1976.

2 Department of Education Affirmative Action Program Annual Progress Report, 1980-1981.

3 Affirmative Action Plan for Women, Department of Education, 1976.

TABLE 12

ETHNIC AND SEX COMPOSITION OF THE
TOTAL CERTIFICATED LABOR FORCE

	1976[1, 3]	1981[2]
White	17.2%	16.6%
Japanese	59.3%	59.7%
Filipino	2.4%	2.8%
Hawaiian	7.0%	7.0%
Chinese	8.8%	8.1%
Korean	1.3%	1.3%
Black	0.3%	0.4%
Others	3.7%	4.1%
Male	26.9%	26.7%
Female	73.1%	73.3%

Sources:

1 Affirmative Action Plan for Minorities, Department of Education, 1976.

2 Department of Education Affirmative Action Program Annual Progress Report, 1980-1981.

3 Affirmative Action Plan for Women, Department of Education, 1976.

The previous tables demonstrate the changes in ethnic and sex representation among the Department's certified labor force. The largest changes are evident within the educational officer labor force. This may partially be due to the fact that a change of six positions in the category would affect a 1% change whereas a change of 91 positions is necessary for a 1% change in the teacher labor force. The conclusion, therefore, is that the programs of equal employment opportunity and affirmative action seem to be working.

4. Proposed Approach

The proposed approach is to continue the policy of equal employment opportunities wherein employees are selected and promoted on the basis of training, competence, and experiences. Moreover, the Department should continue its affirmative action program which takes steps to eliminate barriers to employment and advancement, stressing identification and encouragement of qualified applicants. This means positive steps to provide employment opportunities to persons who, in the past, may have been subjected, both overtly and inadvertently, to discrimination with particular emphasis focused on minority groups and women. However, this does not imply preferential hiring for racial minorities or females. The ultimate goal is to achieve, at all levels, a Department of Education workforce which is truly representative of the State residential workforce. Such a goal is to be an integral part of every aspect of personnel policy and is to be accomplished within accepted merit principles.

The Department's Fair Employment Committee will develop an Affirmative Action Program Plan which will be submitted to the Board of Education during the summer of 1982. The Affirmative Action Program Plan will emphasize efforts to identify and remove barriers to employment and advancement which may discriminate against various groups. These efforts will include analyses of ethnic and sex representations of the Departmental workforce. The Affirmative Action Program Plan will provide goals for employment of underrepresented sex and ethnic groups which will help to evaluate the Affirmative Action Program. Moreover, suggestions for the Board of Education's consideration will be made concerning objectives and directions for equal employment opportunity and affirmative action. One of the critical issues which must be addressed is the extent to which a state agency may, absent a finding of discrimination, hire or promote persons under an affirmative action plan based in whole or in part on sex, race or ancestry without violating the Equal Protection Clause of the Fourteenth Amendment. This issue has not been fully addressed by the U.S. Supreme Court. In Minnick et al. v. California Department of Corrections et al., 25 FEP Cases 1383 (1981), the U.S. Supreme Court avoided the constitutional question because of significant ambiguities in the trial record concerning both the extent to which race and sex have been used as a factor in making promotions and the justification for such use under the correctional department's Affirmative Action Program Plan. The Court may eventually address the constitutional question when the proceedings in the trial court are concluded and the appellate court completes its review of the trial court record.

In order to provide equal employment opportunities for teachers as well as to promote affirmative action, the Department might consider refining its new hire selection program. This would entail developing non-discriminatory job related measures which would contribute toward building an applicant file representative of the qualified labor force.

Moreover, the Department of Education should emphasize an equal employment ethic in the schools. This emphasis should include encouraging applications for Departmental positions. Information programs should be prepared to assist students in career choices. For example, young women might be informed of the challenges and opportunities in educational administration to dispel stereotypes and to encourage aspirations at an early age.

a. Assumptions and/or External Events

The major assumption is the existence of applicants in the underrepresented sex and ethnic groups who can be motivated toward becoming members of the Departmental labor force. The federal interest in equal employment opportunities will continue during the next decade.

b. Target Groups

The target groups include potential applicants in the qualified labor force in underrepresented sex and ethnic groups, applicants in underrepresented sex and ethnic groups who were not hired, qualified personnel in the underrepresented sex and ethnic groups in the Departmental certificated labor force who are not being promoted.

c. Activities

Activities include determining and publicizing the employment needs of the Department of Education during the 1980's; encouraging persons in underrepresented sex and ethnic groups to attend Departmental training programs; encouraging persons in underrepresented sex and ethnic groups to apply for positions in the Department; preparing programs for students, informing them of the challenging positions in the Department; reviewing the qualifications of every employee to insure full opportunities for promotion; expanding career counseling for all employees; expanding the job posting system; developing procedures to upgrade current staff before filling positions by external recruitment; insuring supervisors are operating within equal employment policies and affirmative action procedures; and insuring that complaints are heard and responded to.

d. Indicators of Accomplishment

One indicator involves the demonstration of good faith in implementing affirmative action procedures. The major indicator

involves progress toward achieving an equity between the Departmental labor force and the qualified labor force.

e. Costs

The costs include on-going staff time of personnel of the Department of Education.

5. Recommended Implementing Actions

a. THAT THE DEPARTMENT OF EDUCATION CONTINUE THE POLICY ON EQUAL EMPLOYMENT OPPORTUNITIES WHICH SELECTS AND PROMOTES EMPLOYEES ON THE BASIS OF TRAINING, COMPETENCIES, AND EXPERIENCES. THE TIME FRAME IS 1983-1989.

b. THAT THE DEPARTMENT OF EDUCATION CONTINUE TO IMPLEMENT ITS AFFIRMATIVE ACTION PROGRAM WHICH TAKES STEPS TO ELIMINATE BARRIERS TO EMPLOYMENT AND ADVANCEMENT. THE TIME FRAME IS 1983-1989.

c. THAT THE DEPARTMENT OF EDUCATION'S FAIR EMPLOYMENT COMMITTEE DEVELOP AN AFFIRMATIVE ACTION PROGRAM PLAN. THIS PLAN SHALL CONTAIN GOALS, OBJECTIVES, AND DIRECTIONS. THE TIME FRAME IS 1983.

d. THAT THE DEPARTMENT OF EDUCATION REFINE ITS NEW HIRE SELECTION PROGRAM FOR TEACHERS BY DEVELOPING AND USING MEASURES WHICH ARE NON-DISCRIMINATING SO THAT THE DEPARTMENT WILL ULTIMATELY ACHIEVE A TEACHER WORKFORCE WHICH IS TRULY REPRESENTATIVE OF THE RESIDENTIAL WORKFORCE. THE TIME FRAME IS 1983-1985.

e. THAT THE DEPARTMENT OF EDUCATION ARRANGE TO DEVELOP INFORMATION PROGRAMS WHICH INFORM STUDENTS OF POSITIONS IN THE DEPARTMENT. THE TIME FRAME IS 1985-1987.